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ABSTRACT

This report summarizes the work undertaken by the Berkeley Unified School District's (BUSD) project to define a collaborative leadership planning/training model to combat school resegregation. In 1972, four years after full desegregation, the BUSD experienced a marked shift in the school population and its distribution. In 1976, the BUSD committed itself to cooperative action between school officials and municipal decision-makers to resist apparent resegregation trends. The first years of the three-year federally funded study witnessed the definition of the problem and the development of a collaborative hypothesis. During the second year attention was focused on the inside factors which tend to cause resegregation, such as the flight of white students to private schools, segregation of students within schools, staff ethnic patterns and staff age. Also examined were factors outside schools which could cause resegregation, such as housing patterns, employment realities, court decisions and legislation. The Collaborative Dialog for Change in Desegregation (CDCD) was developed in the project's third year. The basic assumption of CDCD was that a continuing, guided, collaborative action between schools and city decision-makers would ameliorate or avoid a natural tendency toward school resegregation. It specified the strategies and resources to be mobilized in counteracting the resegregation trend. Appended to this report are an annotated bibliography of recent literature on desegregation and resegregation, summaries of relevant court cases and legislation, and a listing of technical assistance resources. (RLV)

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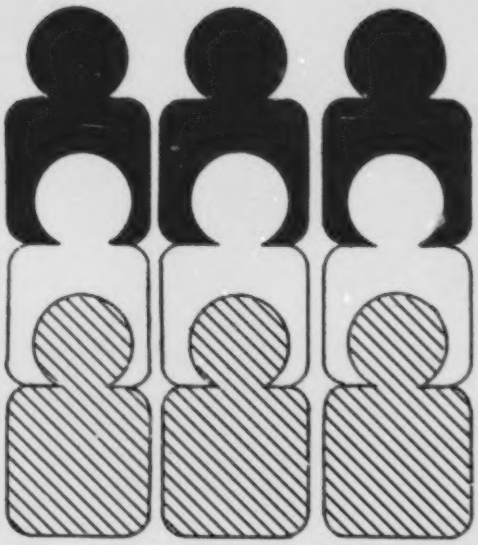

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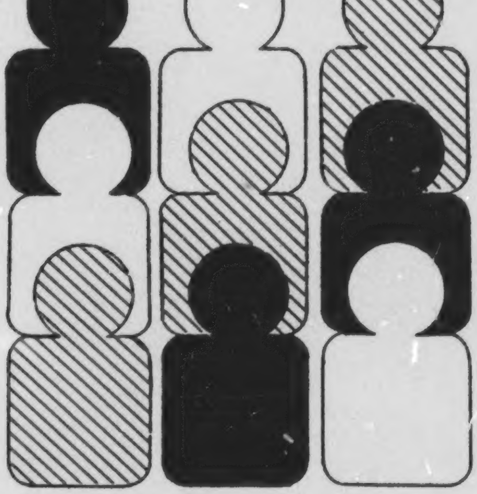

A Collaborative Leadership Planning/ Training Project

FINAL REPORT
1978-79

UD020092

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SCHOOL RESEGREGATION:
RESIDENTIAL AND SCHOOL PROCESS STUDY

A Collaborative Leadership Planning/Training Project

Third Year: 1978-79
(Final Report)

Contract No. 400-76-0104

Submitted To:

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Berkeley Unified School District

Office of Project Planning, Development/Research & Evaluation

Berkeley, California

August 1979

Georgia Williams, Ph.D., Director

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FOREWORD

The Berkeley Unified School District is proud and pleased to submit the draft final report of its three year project under Contract Number 400-76-0104 to the School Studies Division of the National Institute of Education.

The report summarizes a three year program and process which culminated this year in an evolving collaborative leadership planning/training model to combat school resegregation with focus on a continuing joint dialogue with city and community leadership.

In the final analysis, this year's report assesses the value of that collaborative program and process as an instrument which could avoid school resegregation in Berkeley and its transferability to other school districts and cities both in the Bay Area and countrywide.

The Third Year Report, 1978-79 is based primarily on our 1976-77 and 1977-78 final reports to the National Institute of Education and the two 1978-79 quarterly reports. These, together with the appendix to the 1977-78 report comprise the essential back-up materials of this final accounting to the National Institute of Education.

Berkeley's three year study and demonstration project was undertaken under the auspices of a progressive School Board. A forward looking City Council has participated with the School Board in the collaborative leadership planning/training model. Administrative leadership from the schools and the city, community leaders, National Institute of Education consultants have worked with the project at every step of the way. The Communication

Center staff and National Institute of Education secretaries have given of themselves far beyond the call of duty in the difficult task of putting this report into final form. They were true collaborators. The Berkeley Unified School District owes a lasting debt of gratitude to all of those from schools, city, community, The National Institute of Education who participated. It deeply appreciates their efforts, as does your Project Director.

The collaborative leadership planning/training model is the climax of an arduous three year process. It is still in its infancy and should be looked upon as the beginning of a promising program, which requires continuing assessment and nurture.

Berkeley's pioneers of school desegregation dreamed of integrated schools, utopian in their educational and multicultural quality. Perhaps todays pioneers of collaborative leadership between school, city and community will continue to help make that dream come true for Berkeley, its neighbors in the Bay Area, and schools and cities countrywide.

Georgia Williams, Ph.D.
Project Director

INTRODUCTION

Organization of the Report

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INTRODUCTION

This draft 1978-79 report of the Berkeley Unified School District's three year School Resegregation: Residential and School Process Study - A Collaborative Leadership Planning/Training Project is organized as follows.

Chapter I is titled Beginnings. It covers project background, summing up the demographic data and its significance, and setting forth the genesis of the project.

Chapter II is titled 1976-77, The First Year. It focuses on the literature search and the influential interviews of 1976-77.

Chapter III is titled 1977-78, The Second Year. It points up the inside factors which tend to cause resegregation, such as the flight of white students to private schools, segregation of students within schools, staff ethnic patterns, and staff age. It concerns itself with factors outside schools which could cause resegregation, like housing patterns, employment realities, court decisions, and legislation.

Chapter IV is titled 1978-79, The final Year - The Collaborative Dialogue for Change in Desegregation (CDCD), The Berkeley Model. It reports on the culmination of the three year study in an emerging collaborative leadership planning/training model in the school district and the city. It sets forth the collaborative hypothesis, that is - the basic assumption that a continuing guided collaborative action based thereon would indeed ameliorate or avoid a "natural" tendency toward school resegregation. It specifies the strategies and resources to be mobilized in counteracting the trend toward resegregation, leaning heavily on the theory and practices uncovered by the earlier literature search and influential interviews. It reports on the inauguration and evolution of the collaborative program and process (the CDCD model). It examines the collaborating participants, the 2 x 2 Committee of School Board and City Council, school/city decision makers, conference participants, their readiness and knowledge, their practice as collaborators, and the training process. It notes the degree of community participation in the collaborative program and process. It assesses the program and process, spelling out the contributions, actual and potential, of the collaborative dialogue for change in desegregation as a means of avoiding resegregation, the plusses and the minuses. It glimpses the future, the promises and the pitfalls, noting the implications of CDCD for Board policies and administrative regulations, actual and pending. Finally, Chapter IV considers the transferability of the Berkeley model both to other district/city operations and to other school districts and cities.

CHAPTER I

BEGINNINGS

Demographic Data

Goals of the 1964 Plan

Goals of the 1968 Plan

Tendency toward Resegregation

Genesis of the Project

Demographic Data

Berkeley is a medium sized university city in the center of the San Francisco Bay Area of Northern California. Its 1970 population of 116,700 was 62.2% White, 23.5% Black, 7.4% Asian, 5.5% Spanish Surname, .3% Native American, and 1.1% other. There was a considerable Jewish minority (between 6% and 10% according to the Jewish Welfare Federation of the East Bay). Many nations were represented and a wide variety of religious sects.

A large proportion of Berkeley's population are students. University of California alone serves more than 29,000 of them. That university is the city's largest employer, providing work for 11,771 full and part-time staff, representing one sixth of the total Berkeley workforce (as reported in April, 1976). Berkeley also houses 323 manufacturing plants providing employment in light industry for residents of Berkeley and the greater Bay Area.

In November, 1978, Berkeley Unified School District enrolled 10,889 students, grades K-12, excluding adults. 45.8% of these were White, 43.6% Black, 5.9% Asian, 3.8% Chicano, .2% Native American, and .7% Other (District Racial Census, November, 1978).

By contrast, in 1939, Berkeley was an almost homogeneous white community as was its public school system. Only 4% of that year's enrollment was Black. The other racial minorities were not counted. By 1964, on the eve of secondary school desegregation, Berkeley had become one of the most racially diverse small cities in the nation, ready, with sufficient push from its minority communities to voluntarily, if reluctantly, desegregate its public schools.

Project Background

Desegregation of the Berkeley public schools was accompished in two steps: (1) The secondary schools were desegregated in 1964; and (2) the elementary schools were desegregated in 1968. Since inception, those desegregation efforts were rooted in community support and community participation throughout all phases of the process, from planning to completion. Despite strong, articulate support for desegregation, especially from the Black and other minority communities, there was adamant resistance from beginning to end spearheaded by certain real estate and business interests and conservative elements of the White community. That resistance, always close to the surface, was overcome sufficiently to proceed with desegregation.

The whole process toward desegregation was initiated in 1956 by the NAACP and its spokesman, Reverend Roy Nichols. It was propelled by CORE in 1962 with its report to the Board of Education, its demonstrations at Board meetings, and its threat to take the District to court to force desegregation. Both NAACP and CORE moved in cooperation with newly elected Board members who began in the Fifties to break the tight, conservative White Christian control of School Board and City Council. From 1958, C. H. Wennerberg, a new and empathetic Superintendent of Schools, facilitated the process. In 1964, the secondary schools were desegregated; and four years later, in 1968, the elementary schools were desegregated. Thus Berkeley became one of the first cities in the United States to voluntarily desegregate its schools.[1]

Goals of the 1964 Plan[2]

Review of the literature on the 1964 plan (The Ramsey Plan) revealed that a number of the objectives stated appeared global, with no specific provisions for their implementation. Those objectives included:

1. Educational excellence.
2. Elimination of racial isolation.
3. Equality of opportunity for all Berkeley children.
4. Preparation of the next generation for living with others.

In addition, that plan included more specific objectives associated with the "Compensatory Education Program" which was an integral part of the desegregation effort, namely its educational component. It aimed at compensating for "gaps in the experiences and skills" which some children brought to school. The program was allotted 2% of the total budget. Its major objectives included the provision of:

1. Dynamic inservice training for certificated staff members to enhance their effectiveness in dealing with the diversity of backgrounds represented by students attending their schools.
2. Expanded nursery school programs with doubled schedules at existing nursery school centers.
3. Additional school support staff to allow for experimentation with curriculum and services.
4. Enlarged counseling services.
5. Instruction in the study skills.

6. Expansion and improvement of the instructional materials center and library services.
7. Enriched extracurricular activities programs.
8. Extensive parent and community involvement in the proposed programs.

Taking into account all of the impressive objectives of the "Compensatory Education Plan," the overriding goal in 1964 was to desegregate the secondary schools. At least initially, this aim was to be realized by inaugurating the Ramsey Plan. Nevertheless, the arduous task of integration in classroom and school was addressed, if gingerly, by the "Compensatory Education Program."

The 1964 plan had always been considered as a first step by the majority of the Board of Education, the administrative leadership of the District, and the staff and community in support of desegregation. Superintendent C. H. Wennerberg's proposal to desegregate the elementary schools in a K-3, 4-6 model (the identical plan inaugurated in 1968) was set aside in 1964. This was done only because the Board majority, under the leadership of Judge Spurgeon Avakian, felt that the majority of the community was not yet ready to support total desegregation and that a quarter of the "loaf" would be far better than no "loaf" at all. The bitter and vitriolic Recall Movement launched immediately after the secondary school desegregation decision attests to the good judgment of the Board majority. Yet the final goal of total desegregation, though it was "tabled" temporarily, was never altered. Neil V. Sullivan, fresh from his triumph in reopening the public schools of Prince Georges County, Maryland, was hired

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with that as his first priority. As he entered the Superintendency, the Recall Movement was in full swing. The new Superintendent puts his job on the line, stating categorically that should Recall win, he would resign. The community in support rose up, was informed and organized. A massive campaign was mounted. Recall was soundly defeated. Then the community and staff could be prepared to complete the task which culminated in the 1968 desegregation of the elementary schools. The School Board had received a rousing vote of confidence. The new Superintendent kept his job.[3]

Goals of the 1968 Desegregation Plan[4]

The specific goals of the 1968 plan, as stated in a report presented by Superintendent Sullivan to the Board of Education on October 3, 1967 can be grouped into five general categories.

1. Changes and improvements in curriculum.
2. New guidelines for classroom groupings.
3. School-sponsored transportation of students.
4. Evaluation of "integration" (desegregation) program.

Listed under these five categories the particular components of the 1968 plan were as follows:

A. Changes and Improvements in Curriculum
    1. Continuation of trial programs to improve instruction in reading, mathematics, and science.
    2. Development of optimal scope and sequence patterns in subject areas.
    3. Continuous assessment and reporting of pupil progress in learning achievement.

4. Lengthening kindergarten class sessions from 155 to 180 minutes.

5. Staff inservice training in order to maintain high expectations of students' abilities.

B. New Guidelines for Classroom Groupings

1. Average class sizes of 25.86 in grades K-3 and 28.00 in grades 4-6.

2. Assignment of students to classes so that those groups would be heterogeneous by race, sex, socioeconomic status, and academic performance, if possible; and extension of this objective to early childhood programs.

C. Additional Support Systems

1. Provisions for children who fall behind.

2. Programs for children of high potential.

3. Development of learning centers.

4. Development of help centers in which children could work out their difficulties with the help of social workers or psychologists.

5. Inauguration of parent training programs.

D. School-sponsored Transportation System

1. Establishment of pickup stops within a few blocks of every home.

2. Average time on bus limited to fifteen minutes in each direction.

E. Evaluation of Integration (Desegregation) Program

Continuous assessment of the various aspects of the integration (desegregation) program.

Since 1968, the goals for desegregation have not been altered. Neither has the plan itself. An assessment of the 1968 plan has been made in this study matching its goals against its accomplishments.

Tendency toward Resegregation

In 1972, four years after full desegregation, the Berkeley Unified School District experienced a marked shift in the school population and its distribution. For purposes of this study, the process of shifting residential racial patterns and the changing racial composition of the schools has been termed school resegregation. As indicated in the 1977-78 Final Report to NIE, resegregation differs from the de facto segregation of the past in a number of ways.

1. It involves existing community patterns (i.e., residential and employment) which were not altered by school desegregation. Those contribute heavily to the maintenance of a racially isolated community. Housing in Berkeley is increasingly expensive. This tends to underwrite the housing separation by race and social class which causes the trend toward resegregation. Unemployment, particularly among racial minorities and minority youth continues high. Berkeley suffers a decreasing industrial base. These factors contribute to the resegregation trend.

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2. It occurs in a different political social milieu from that which predated desegregation. There is no longer the persistent, strident militance which characterized the Civil Rights Movement of the late Fifties and early Sixties. Neither is there the angry student radicalism of the late Sixties and early Seventies. Yet there is hope for a resurgence of "Berkeley progressivism" in the April, 1979 victory of Berkeley Citizens Action which, in the tradition of the Berkeley Coalition, won the Mayoralty, four City Council seats, and two School Board seats.[5]
3. It requires different managerial insights and coping skills to manage these trends. School districts and the cities in which they co-exist can no longer afford to go it alone. California's Jarvis-Gann Initiative (Proposition 13) cut local property taxes by 60%, which meant a 30% loss in revenue to local school districts and cities.[6] A further limitation is imminent in the form of a Gann Initiative which would limit what government can spend to no more than previous expenditures adjusted for inflation and population increases.[7] These combine with continuing heavy tax burdens on their constituents and the mounting inroads of inflation to put a premium on efficiency and economy. Deep involvement of the general public, parents, students and staff in the development of policies and programs in the schools and the city are increasingly recognized as desirable and often prescribed by State and Federal law.[8] Recent literature has pointed to collaborative leadership,

> not only between school and city, but between school, city, university, and community and within school and city staffs, as the most effective means of accomplishing and maintaining school desegregation.[9]

Genesis of the Project

In 1976, the Berkeley Unified School District committed itself to cooperative action between school officials and municipal decision-makers to resist apparent resegregation trends. Moreover, the District recognized the need for research into the variables involved in changing population distributions in schools and their tendency to cause resegregation. The Education Equity Group of the National Institute of Education was approached for funding support. On September 1, 1976, funds were granted to support the research activities of the Berkeley Unified School District's "School Resegregation: Residential and School Process Study Project, which was to develop into "A Collaborative Leadership Planning/Training Project," culminating in "The Collaborative Dialogue for Change in Desegregation (CDCD) Model."[10]

CHAPTER I

FOOTNOTES

FOOTNOTES

1. Freudenthal, Daniel K., "Evolution of School Desegregation in Berkeley, California," in Adelson, Dan (Ed.), Man Is the Measure: The Crossroads, (Community Psychology Series, American Pscho-logical Association, Division 27), New York: Behaviorial Publications Inc., 1972, pp. 31-34.

2. Wennerberg, C. H., Desegregation of the Berkeley Public Schools, Its Feasibility and Implementation, p. 2 and Appendices, pp. 3, 53-54.

3. Freudenthal, Op. Cit., pp. 40-45.

4. Sullivan, Neil V., "integration: a plan for berkeley," Report to the Berkeley Board of Education, October 3, 1967, pp. 17-29.

5. Williams, Lance, "Two join Berkeley Board," Oakland Tribune, April 18, 1979; Colby, Norman, "School Board gets two new members," Northeast Bay Independent and Gazette, April 19, 1979, pp. 1, 9.

6. "Ballot Proposition Analysis," California Journal IX: Special Proposition Section 1,6-8, May 1978; "The Big Tax Revolt," Newsweek pp. 19-23, June 19, 1978; Berkeley Unified School District, Office of Project Planning, Development/Research and Evaluation, "School Resegregation and School Process Study: A Collaborative Leadership Planning/Training Project," Appendices, Second Year Report: 1977-78, Berkeley, California: The District, August, 1978, pp G-1, G-2.

7. Jacobs, John, "A hard look at the pros and cons on Gann initiative," San Francisco Sunday Examiner and Chronicle, April 29, 1979, pp. 1, 13.

8. California, State Education Code, Sections 52012-52034 set forth requirements under the program of elementary and secondary school improvement, for the establishment of school site councils broadly representative of parents, students, general public and staffs; Sections 56312 and 56330 provide for parent participation in development of programs for individuals with exceptional needs; U.S. "The Education of the Handicapped Act of 1975," Public Law 94-142, November 29, 1975 requires broad citizen participation in the development of programs for individuals with exceptional needs. These are but several examples of the trend.

9. Cunningham, Lavern L., "Judicial and Educational Policy," Cross Reference, Volume 1, 1978, pp. 40-55.

10. Berkeley Unified School District, Office of Project Planning, Development/Research and Evaluation, "School Resegregation: Residential and School Processs Study, A Collaborative Leadership Planning/Training Project," *Second Year Report: 1977-78*, Berkeley, California: The District, August, 1978, pp. 2-3.

CHAPTER II

1976-77, THE FIRST YEAR

The First Year in Retrospect

The Year's Activities

The Year's Progress

- The Problem
- The Collaborative Hypothesis
- A Collaborative Design

The First Year in Retrospect

1976-77 was a year of beginnings. Whatever the false starts and gaps in accomplishment of this project during that year, it did define the problem. It did set forth a collaborative hypothesis and design based on theory in marriage with practice. It did become the platform from which a collaborative leadership planning/training project could emerge, to be refined and launched in 1977-78, and developed, revised, and evaluated in 1978-79.

There is no point to rehash the detail of the 1976-77 experience here. Suffice it to say, the whole story of that year can be found in its infinite detail in the Final Report of 1976-77 to NIE. That, we consider, the essential, ultimate documentation of this summary.

The Year's Activities

Data gathering, probing, training, planning comprised the year's activities. From these came a basic thrust toward a collaborative leadership planning/training project. That project, focusing on school, city, and community leadership would evolve into a Berkeley effort to discover and combat trends toward school resegregation.

The following actions were taken.[1]

1. A preliminary literature search and bibliographical compilation.
2. A mobility study of students who left the Berkeley public schools and a survey of parents involved to determine the "whys" therefore combined with a study of Berkeley resident enrollments in Eastbay private schools.

3. A survey of Berkeley residents concerning their opinions of the city and the schools. Interviews were conducted by secondary school students to bring them into the collaborative leadership process.
4. An adult education course, "Desegregation/Resegregation - What Is It?", to introduce a broad segment of the Berkeley community to the NIE study and together to develop an understanding of the "desegregation/resegregation cycle" and the research, analytical, and communications skills required by those who would be leaders in helping to develop a system of collaborative interaction between school and municipal decision makers.
5. Influential interviews, involving key leaders in school and city government to obtain their assessments of the factors and issues intrinsic to desegregation and resegregation, and with them to explore ways in which to develop a program of and procedures and machinery for collaboration to combat school resegregation.

All in all, there was action, much of it exploratory, simultaneous, and interrelated. It was from these probings and beginnings that a collaborative structure was to painfully evolve during the succeeding two years.

The Year's Progress, from Problem Definition toward Collaborative Design

The act of school desegregation in Berkeley carried with it the seeds of resegregation, as it has elsewhere. This was in the minds of Berkeley's desegregation planners but was neglected by their immediate successors who were busy enough with issues more directly related to day-to-day survival. It has been born out by the Berkeley experience.[2] It has been discussed in the literature.[3]

The problem, stated in its simplest terms, was - to gather the data critical to desegregation and resegregation, analyze them, then design the program and processes best calculated to avoid resegregation, bearing in mind their ultimate implementation and continuing evaluation.

The problem as defined was rooted in the basic assumption that, given school desegregation and no further action to protect it, resegregation would eventually take place in what might be called an inevitable desegregation/resegregation cycle. Therefore, it behooves the leadership of a desegregated school system to spearhead the development of policies, practices, and machinery in all areas of operation protective of desegregation, before it is too late.

The collaborative hypothesis developed directly from the problem definition and the basic assumption. The hypothesis became the foundation upon which was built a collaborative system to protect Berkeley's desegregated schools. It stated that a continuing and comprehensive collaboration between school, city, and community leadership could avoid school resegregation. That collaboration would include broad general community, parental, student, and staff involvement at all points in the process.

Not only was this stance rooted in common sense, but in the experience of the Berkeley program and process of desegregation, especially that of the elementary schools in 1968. The historic moment of desegregation was preceded by a year of preparation. A beginning was made in the development of a data base, critical to the undertaking, from the literature, from Berkeley school and city statistics, and from surveys of community and staff. Information on the plan and its development was broadly disseminated. Continuing community and staff dialogue was provided for. Community and staff were deeply involved in building the plan.[4]

Current literature gives credence to the hypothesis, pointing up the tendency of the traditional isolation of school from community to impede desegregation and by the same token cause resegregation.[5]

Vital Berkeley statistics gathered by the mobility study indicated that no significant disproportionate number of White students have been leaving the public schools. But it did point up the mixed often bad feelings of some parents and the isolation of the District from that segment of the parental community prone to leave the public schools. The need for collaboration was clear.[6]

The survey of Berkeley residents, conducted by West Campus students under project direction, provided current information on "public opinion," community concerns, notions, stereotypes about school and city issues and government. The indication was that citizen preoccupation with crime, housing, safety, transportation, interracial relations, all city issues, took precedence over concern with school issues. There were stereotypic opinions about schools, many negative, but some positive, covering all areas of program, administration, and atmosphere. This pointed up the isolation of the schools from their community and the need to move toward collaboration not only with city but with the community at large, parents, and students.[7]

Though the adult education course, undertaken in the Fall Semester, 1976-77 failed to attract significant membership from either city or school professional staff or from the community, it did demonstrate potential as a forum for collaborative learning if it were to become an intrinsic part of a collaborative training project. Then it would become a platform for the clarification of the various attitudes, opinions, and perceptions, within and between the schools, the city, and the community, which are so often stereotypic and divisive, and which impede collaboration. At the very least it showed the need for collaboration and the wisdom of the collaborative hypothesis.[8]

Finally, the influential interviews served as a springboard from the bare framework of collaborative hypothesis toward the design of a collaborative leadership planning/training project. They were the beginnings of a collaborative dialogue which was to evolve into the model "Collaborative Dialogue for Change in Desegregation." These interviews with "insiders" provided an intimate perspective on the policy formulation and operation of the city and the schools. They provided insight into the competition and isolation from which both school and city officials suffered and of which the community and the children were the ultimate victims. The schools and their city were prime targets for change. To test the hypothesis, school and city leaders would have to become change agents in a long process. Therefore, the interviewees were asked for long-term judgments of the school and city systems and their settings in the community. This happened in a Berkeley noted for its social activism and experimentation, its political conflict, and its leadership in school desegregation. This occurred in Berkeley, equally notable as a retirement city with a large block of "old timers" and conservatives who often resent and oppose "experimentation."

The variety of influential opinion, some documented, some dogmatic, some stereotypic, some angry illustrated the wide differences of opinion (reasoned and otherwise) among the participants as to conditions and what to do about them, if anything. Consequently, the controversial issues, running the gamut of city and school affairs, needed rethinking and thereby became "rethink issues," that is "prototype statements culled from specific concerns," to be systematically confronted, reconsidered, and resolved. Interview participants maintained that failure to intervene in, confront, and resolve their issues had prevented maintenance and progress in desegregation. They further insisted that it would be only where their particular issues were addressed that the planning, vigilance, and policy formulations necessary to short-circuit resegregation could be effected. These rethink issues could attain prime significance as vehicles for continuing dialogue on matters of desegregation/resegregation and other critical school-city issues, since they were identified by the decision makers who operated the schools and the cities.[9]

A collaborative design was emerging, the offspring of the collaborative hypothesis. It envisaged:

1. The "establishment of a mechanism whereby school and civic officials" and citizens could address second generation problems of desegregation/resegregation. The conception should be expanded to include the University of California, Berkeley as a full partner.
2. Leadership in the schools and city which speaks out and leads the way on the critical controversial issues, particularly those directly concerned with desegregation/ resegregation.
3. The continuous acquisition of baseline data of the vast variety bearing on desegregation/resegregation.
4. A system of monitoring which detects actions and trends which could lead to resegregation and which discovers and preserves actions and trends protective of desegregation.
5. A broadly representative citizen support and involvement program, using school site principals as prime movers.
6. A public information system dedicated to the widest possible dissemination of information on school programs, policies, progress, and problems in general and as they relate to desegregation/resegregation in particular. This should be accomplished in direct rather than "press agentry" style.
7. Board policies, administrative regulations and procedures designed to create genuine unity among students, teachers, and administrators.
8. An equality of opportunity which extends to all students and all staff.

9. Instructional programs which continuously narrow the achievement gap between White and Black and Chicano students.
10. Opportunities in special education which do not defeat the purposes of desegregation.[10]

Basic to all of this would be the continuing dialogue between school and city decision makers and influential community members. Such dialogue could break down prejudicial stereotypes, allow time for joint analysis, joint planning and problem solving. Over time and ultimately, it could protect desegregation, nurture a courageous leadership, and assure the community at large an improving quality of education in a desegregated school system. This desegregated school system would resist resegregation while it strove for integration. This could happen through the collaboration of all parties in the enterprise.

Now, to 1977, when the basic Collaborative Model will be developed and begin to test the collaborative hypothesis. (The Core Agenda.)

CHAPTER II

FOOTNOTES

FOOTNOTES

1. Bay Area Learning Center - Berkeley Section, Berkeley Unified School District, Office of Project Planning, Development and Evaluation, "School Resegregation: A Residential and School Process Study, A Collaborative Leadership Planning/Training Project," *First Year Report: 1976-77*, Berkeley, California: Berkeley Unified School District, August, 1977, pp. 4-5.

2. *Ibid.*, pp. 144-145.

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4. Frelow, Robert D., *The Berkeley Plan for Desegregation*, Berkeley, California: Frelow, May, 1969, pp. 1-86.

5. Cunningham, *Op. Cit.*, pp. 40-55.

6. Second Year Report to NIE, 1977-78, *Op. Cit.*, pp. 88-107.

7. First Year Report to NIE: 1976-77, *Op. Cit.*, pp. 95-110.

8. *Ibid.*, pp. 82-89.

9. *Ibid.*, pp. 116-137.

10. Ibid., pp. 138-154.

CHAPTER III

1977-78, THE SECOND YEAR
  After Desegregation, What?
  Within School Resegregation Trends
    Intensive Study of Racial Census Data
    The Question of White Flight
    Racially Imbalanced Classes
    Staff Ethnic Patterns
    Age of Teaching Staff
    Achievement Disparity
  Out-of-School Resegregation Trends
    Housing Policy
    Employment Policies
    Law and Legislation

After Desegregation, What?

A decade ago, the Berkeley Board of Education desegregated the Berkeley public schools, loosening the educational and social chains which had bound generations of Black children and the children of other racial minorities. Staff desegregation began in the mid-Fifties, before student desegregation. It was impelled by continuing pressure from the NAACP and later CORE. It continued into the Seventies as the companion of student desegregation. The aim was to make the administrative, teaching, professional support, and classified staffs proportional reflections of the rich racial mix of students, districtwide and of each school enrollment.[1] In addition, parallel improvements were initiated in instructional and special services to equalize educational opportunities and bridge the gap of deprivation and neglect. All combined to inaugurate a social change of potential historic proportions in the schools and the community.

These together represented a signal immediate victory for the children and adults of Berkeley, especially its racial minorities. Here was a new beginning, looking toward a new interpretation of the "American Dream," in the spirit of the Brown decision.

The Berkeley action to voluntarily desegregate its schools did not represent the "pot of gold" at rainbow's end. The gain could easily be lost by default as weary leaders and followers in school and community rested on their laurels, relishing their accomplishment and counting their blessings. Meanwhile, opposition to the new order of things was quiescent after its initial defeat in the recall election. It would emerge again later, given the opportunity.[2]

To stand still, do nothing would be self-defeating. Desegregation of itself, the mixing of bodies was not enough. It must eventually lead to integration at the multicultural end of the road. Then schools and community would be tuned into the vast array of human needs and aspirations to be provided equally to all, without regard for race, class, age, sex, persuasion, lifestyle.[3]

So, it stands to reason that immediate victory must be nurtured and expanded by a collaborating leadership in school, city, and community. How otherwise could latent and organized opposition be held in check? How otherwise could the always imminent threat of changing school ethnic enrollment and staff patterns, changing housing and employment policies and patterns in community, and inhibiting court, legislative, and administrative action be, if not avoided, countered?

These were the kinds of questions which inspired this project, propelled by new leadership in the persons of the farsighted Laval Wilson, Superintendent of Schools and forward looking Elijah Rogers, City Manager (until recently), Black leaders in key positions. They moved despite uneven Board and Council interest. They acted, despite limited staff experience or commitment to collaboration or interagency dialogue on the critical, controversial issues of the day, let alone desegregation/resegregation. District leadership had long been preoccupied with other matters. It did not evaluate the desegregation program with its accompanying promises of educational improvement. The quality of public information which might have put events and programs into perspective, was lacking. Too often, there was silence both in school district and city on the controversial desegregation/resegregation issues and on the facts of continuing racial isolation and interracial rivalry, confrontation, and struggle in school and community. Therefore, resegregation crept into what had formerly been a well desegregated school district.[4]

Despite the difficulties and the resistance, school leadership, staff and collaborating community planned school desegregation well in the Fifties and Sixties. The immediate goal was accomplished.[5] Almost a decade later ethnic enrollment in most Berkeley public schools met the State criterion ("the significant isolation test"). Yet, by then, the schools fell short of the Berkeley Board of Education's own more stringent policy (plus or minus deviation of 5% from districtwide racial proportions).[6]

The plan held relatively firm as far as desegregated student bodies were concerned. There was still time, as a whole community, to examine the factors assailing it, the within school factors and out-of-school factors. There was still time to make changes to protect desegregation and move resolutely toward integration. There was still time to build the collaborative leadership planning training model to which this project is committed.

Chapter III, then, will describe, in brief highlight form, those within school factors effecting interracial enrollment and staffing and those out-of-school factors which must be controlled to avoid resegregation. This summary, though it will neglect the detail of planning, methodology, and findings already abundantly reported in its 1977-78 report to NIE, will pull out the most significant actions, findings, and recommendations. They shall be grounded in the solid data uncovered in the continuing literature search, the restudied mobility survey, and the refined influential interview findings.

Within School Resegregation Trends

Intensive study of racial census data, covering the decade after desegregation, lead to certain conclusions and recommendations, appearing in the 1977-78 report to NIE.

1. Despite the lack of modifications in the original zones, most of the schools remained relatively desegregated. That failure to modify the zones was probably unavoidable. The original desegregation disrupted the lives of many children and families. To have readjusted too soon after the massive transfer of students would have added upset to upset and would have been counterproductive. However, now, ten years later, rezoning seems necessary in order to reestablish racial balance in conformity with the School Board policies of 1964 and 1968.[7] Presently, eight of twelve (75%) of the primary schools, three of four (75%) of the intermediate schools, both (100%) of the junior high schools and the continuation school fail to meet District policy, allowing no more than 10% deviation in the ethnic enrollments in a particular school from the districtwide ethnic proportions. True, rezoning would be a hardship for many students who would be moved from one school to another. Therefore, any changes should be administered flexibly and carefully in the short-run. In the long-run, the Board would return to its own ethnic enrollment policy.

2. A criterion for acceptable proportions by race and social class (the original plan did consider social class) should be redeveloped. It should allow for some short-term deviation but when the criterion is reached should include an automatic redistricting procedure to equalize the racial mix at particular schools. Again, care is needed to avoid throwing the student body or any portion thereof into continuing transition and uncertainty.[7]

The question of White flight, though far from resolved, had as yet not reached alarming proportions. There was minimal comparative data from prior years to establish that there had been an abnormal exit rate of White Berkeley residents from the Berkeley public schools to private and parochial schools in the East Bay. The indication was that in 1976-77, a number of residents of all races, able to afford high tuition costs, left the public schools. (Appendix B) Others returned during the same period.

The reasons for transfers out reflected the broad spectrum of personal educational and social concerns. There were almost as many contradictory reasons for exiting as there were parents surveyed.[8] Some looked to imperfections in academic programs, others to overemphasis of the academics, still others to lack of options. Some reflected a persistent fear for personal safety in violence-prone classrooms and on school grounds bristling with mutual hostility. Others, representing the racial minorities, still felt separated, held out of or pushed out from the "mainstream." A number even expressed a regret to having had to transfer their children out of the Berkeley public schools and evidenced a continuing interest in the schools, support of desegregation, and hope that conditions, as they saw them, would improve.

The limited data on transfers out and on parochial school enrollments showed at best an incidental and indirect relationship with resegregation. Much more basic data concerning transfers and the reasons therefor, going back to 1968 would be necessary to prove or disprove that point. The desegregated nature of the schools held its own remarkably well, considering no major adjustments in attendance area boundaries had been made since 1968. There were other factors influencing the decline in public school enrollments. The teachers' strike of 1975 caused some exodus. The gradual draining of financial resources behind enriched programs and support services probably had a significant effect. Even more significant could have been the "natural" postwar losses in school population, reflecting the national trend toward lower birth rates in the age of the "pill" and "women's lib."[9]

Nevertheless, too many Berkeley schools had fallen behind the School Board's desegregation standard. Resegregation continued as a potential threat. Action to forestall it was essential.

Racially imbalanced classes could cause resegregation.

In the beginning, it was proposed to compensate racial minority students for previous lacks in opportunity and gaps in educational preparation through compensatory education, special help in tutoring and counseling, and enriched materials and equipment. With special opportunities came special classes which were segregated. Moreover, the gap in achievement (as tested) between White and Black and White and Chicano students was large in the first years of their education and increased as the youngsters moved through the grades.[10] Consequently, at the secondary level, the academic classes pointing toward university remained primarily the province of White and Asian students. Though with desegregation, the achievement of all students of the variety of races had improved and the gap narrowed, a considerable achievement gap persisted. (Appendices G, L) Thus, there was a tendency toward segregation within each school in terms of demonstrated achievement and the special needs of particular students, most often Black and Chicano. The problems of 1977-78 were identical to those of 1968, namely - how to diminish the gaps in educational opportunities and achievement and how to develop alternate routes to the same academic ends, while regaining and preserving racial balance within classrooms. There were no sure solutions in 1977-78. Yet, in time, as long as the problems were addressed head on, in collaboration with community, there could be hope for solutions.

Staff ethnic patterns have changed. The changes began in 1958, ten years before full school desegregation. Since desegregation, the effort to effect staff desegregation paralleled and, in fact, was part of the student desegregation program. The data on staff ethnic patterns was sparse and hard to come by, especially that prior to 1967. However (as reported to NIE in 1977-78), that information did provide the following profile of staff ethnic patterns.[11]

1. In the last five years, the District's top management (the Superintendent, Assistant Superintendents, Division Heads, Business Manager, comprising the Superintendent's

Cabinet) changed markedly in both racial and sexual composition. The ethnic representation changed from predominantly White to predominantly Black. There was Asian representation. Only the Chicanos were unrepresented. (This changed in Spring, 1978 with the addition of a Chicana Assistant to the Superintendent.) During the same period, the proportion of women in top management increased substantially. Of course, it is recognized that, because of the small number in this group (10), the proportions in any one year could be greatly affected by any staff changes. Nevertheless, the racial minorities and women were well represented at the top management level, more than matching the student racial mix.

2. Since 1973-74, classified managers (mid-level managers, 15 in number, in such areas as budgeting, accounting, personnel, attendance, purchasing, custodial, maintenance, transportation, cafeteria) gained significantly in their representation from the racial minorities and women. By 1977-78, that mix matched the student mix well.
3. Certificated managers (including project directors, evaluators, principals, vice principals, site coordinators, deans, 61 in number) showed large increases in their membership from among racial minorities between 1967-68 and 1977-78. There was, as well, a significant increase in the number of female managers. At that time, the proportion of Asian managers was somewhat higher than the proportion of Asian students. In 1977-78, neither Blacks

nor Whites were represented in certificated management in proportions represented by their respective groups in the student population. At the secondary level, the Chicano group had been unrepresented since 1967-68. Women had been significantly underrepresented all along. All told, by 1977-78, the certificated management staff adequately represented Berkeley's student mix.

4. The classified staff (instructional aides, clerical, secretarial, maintenance, and food service persons) maintained relative ethnic stability from 1975-76. Instructional aides were predominantly Black and female. Clerical and secretarial staff was 60% White and predominantly female. Custodial staff was predominantly Black and male. Cafeteria staff was 55% Black and predominantly female. The classified staff did not adequately reflect the student racial mix.

5. Between 1967 and 1977-78, the teaching staff decreased by 42%. 1975-76 was the high point in interracial representation. Even then, the proportion of Black teachers never exceeded 29%, a little more than half the percent of Black student enrollment. By 1975-76, Asian and Chicano representation on the teaching staff was roughly equivalent to their representation in the student body. By 1977-78, Black and Chicano staff suffered decreases due to layoffs (by seniority in accordance with State law) and were significantly underrepresented. Since 1967-68, there was a slow increase in male representation on the teaching

staff, but in 1977-78 it was still noticeably low at the K-3 level.

6. Though there had been some improvement, the counseling staff never adequately reflected the racial composition of the secondary school student bodies.

From the profile, it was clear that there had been steady if slow progress toward staff desegregation at least until 1975-76. Thereafter, as District finances deteriorated and layoffs occurred, progress became retrogression and a trend toward certificated staff resegregation set in. Should additional layoffs be required and the present State law on seniority prevail, the District would be in danger of losing much of its hard won progress toward staff desegregation.

With the whole profile in mind, even though based on sparse data, the following recommendations were made (1977-78 Report to NIE):[12]

1. An aggressive effort should be made to hire the seriously underrepresented Chicanos at all staff levels.
2. Should layoffs be contemplated, the District, especially the Affirmative Action Officer should meet with the unions to determine procedures for layoffs which would not further jeopardize staff racial balance.
3. Personnel selectors should be made aware of the racially and sexually stereotyped classified staff positions. Every effort should be made both in recruiting and in layoffs, to alleviate this stereotyping.

4. Since males are seriously underrepresented at the K-3 level, this should be taken into consideration in intra-district transfers.
5. The grossly inadequate data collection procedures and machinery should be rectified, and a specific structure should be established to monitor staff racial balances. Data should include such basics as age and race, colleges attended and degrees held, major and minor fields, credentials held, social skills. Not only would this provide improved ability to monitor racial balances, but would also provide essential information on teacher placement, inservice training needs, leadership training, and teacher transfers. (Items 2, 3, 4, and 5, all appeared as recommendations in the 1977-78 report to NIE.)

Age of teaching staff had become a factor in staff resegregation.[13] Because of the decline in student population and the increasing financial bind of the schools in the Seventies, few new teachers were hired. Many younger teachers, most often members of the racial minorities hired under the District's affirmative action program, were laid off. The average age of Berkeley teachers had risen to 44 years. The average age of minority teachers was much lower. White teachers, thus had more seniority than those from other ethnic groups. When layoffs came, it was the minority teachers who were first fired under the State law. Should layoffs occur again as well they might, that history would repeat itself. Then Berkeley's aging staff could become an almost White staff. Should the present financial squeeze continue and intensify, in the wake of Proposition 13, resegregation of the teaching staff could become a grim reality.

With these findings in mind certain conclusions were drawn (as reported to NIE in 1978-79).[14]

1. Public schools have historically depended on "new blood." In this emergency, inservice strategies should be substituted for that "new blood," strategies which might capture the imaginations of the average Berkeley teacher, who was teaching 11 years before desegregation.
2. Should the layoff trend continue and Berkeley school teaching staff become all White, not only would this cause staff resegregation but would demonstrate to minority students that still another field was closed to them.

Achievement disparity, as noted earlier in passing, was another factor in resegregation. (Infra p. 31.) Though scores were up in Berkeley for all races of students, the achievement gap persisted, having receded slightly. The task remained to diminish if not close that gap, just as it was in 1968. Unfortunately, the glowing proposals for elaborate teacher training in managing diverse student achievement levels had never been carried out. The reading program was renovated more than once in an effort to boost the reading levels of Black and Chicano students. The District, under new State law (The Hart Bill) and with its new reading management program was trying again. The same effort was being extended to Mathematics, Science, and Social Studies.

Not all the promises of desegregation were realized. Yet District students made substantial progress in learning to respect, tolerate, appreciate the likenesses and differences among children of the various ethnic groups.

With the achievement gap in mind, it was possible to recommend the following:

1. Specific achievement level objectives at key grade levels like 3, 6, 9, to include basic skills in minimum competency on criterion referenced items.
2. Short-term remedial instruction addressed to specific skills not mastered by particular students.
3. Annual records, to be kept by pupil attendance office, of students exiting and entering the Berkeley public schools. This would provide information as to whether it was the instructional program or the influx of new students which deflated achievement scores.
4. An aggressive inservice training program to provide instruction fitted to the needs of a widely disparate group of students.
5. Help for teachers that they might better assist children, often still racially isolated, especially at the intermediate schools, to move beyond an academic knowledge of other cultures toward true interaction and cooperation.[15]

Out-of-School Resegregation Trends

The Berkeley public schools, as many other school systems, have too often isolated themselves from some segments of their communities. In fact, the schools are, of necessity, integral parts of all phases of their heterogeneous community.

Like it or not, school enrollments are particularly effected by housing and employment policies and practices of their cities.[16] Berkeley, as a desegregated school system could find its entire desegregation program at the mercy of factors outside of its control.

Housing policy in Berkeley in 1974 clearly articulated "the right of all people to live in neighborhoods of their choice." It specified that "policies on land use, new construction and rehabilitation, location of public services, housing subsidies and municipal controls on housing costs should promote racial and economic integration of Berkeley's neighborhoods."[17]

However, the detail of policy and practice sometimes negated that well intentioned general policy statement supporting housing desegregation. Zoning policies reflected a neighborhood strategy rather than comprehensive planning for citywide housing desegregation.

Through the years, segregated housing had persisted. Nothing changed fundamentally between the Federal censuses of 1960 and 1970. The North and South Hill areas remained 85% White. The Campus area, with its large proportion of university students was predominantly White with moderately increasing Asian and Chicano populations. The South Berkeley area continued 85% Black. West Berkeley was, as expected, predominantly Black. The North and Central areas were fairly desegregated. The pattern of geographic separation of the races remained unchanged, just as if there had been no policy statement.[18]

This separation of the races by neighborhood was recognized by the desegregation plans of 1964 and 1968. Thus the Ramsey plan of 1964 provided for the two two-year junior high schools and the single ninth grade school. Thus, the elementary school desegregation plan provided attendance zones. Within those zones would be small K-3 schools in the neighborhoods and larger 4-6 schools, one for each zone. The zones and their attendance areas assured interracially representative school enrollments across racially separated neighborhoods within racially balanced zones.

Black youngsters from the "flatland" were bussed to formerly White K-3 schools in White neighborhoods. Older White children from the "hills" were bussed to formerly 4-6 schools in Black neighborhoods. This was a political compromise to insure as much White support of the program as possible. Strong support of the plan by the racial minorities seemed assured.

The kinds of population and residential data vital to those desegregation plans, particularly their zoning and bussing aspects, were as vital in 1977-78, in the face of potential resegregation, as they were in 1964 and 1967, in the face of potential desegregation. Yet, no current data were readily available, especially concerning race, socio-economic status or median income.

School and city policies with regard to housing were interrelated. The schools focused on desegregation. City plans pointed toward improvement and integration of neighborhoods.

Orfield stated that "a basic framework of school integration policy may be a precondition for substantial expansion of neighborhood integration." If that were true, then there would be no other course but "to mesh" school and city policies and practices in collaboration.[19]

Employment policies in Berkeley's progressive image provided "equal employment for qualified persons from all segments of the Berkeley community with particular emphasis on minorities and women."[20] To this end, an affirmative action program and a Youth Incentive Entitlement Program were implemented. Though vital moves, these programs only slightly dented Berkeley's high incidence of unemployment, particularly among minority youth. Typically, unemployment among Black populations in South and West Berkeley exceeded the average unemployment citywide by more than one third.[21] Income characteristics between the Black and White populations showed similar differences.[22] With these facts in mind, it was clear that there was need for a collaborative attack on unemployment. So, in 1977-78, the city and the schools collaborated in the Youth Incentive Employment Project, funded by the U.S. Department of Labor. That project was designed to bring together city and school resources for disadvantaged and minority youth. Potential school dropouts would be identified, found employment, and kept in school. The project featured broad community involvement in the whole operation. The school-city 2 x 2 Committee provided a directing mechanism calculated to insure program success.[23]

It became clear that Berkeley's equal opportunity employment policy, exemplified by the Affirmative Action and Youth Incentive Programs could:

1. Raise the socioeconomic level of Berkeley's racial minority and low income populations.

2. Help shift residential trends.
3. Put a premium on collaborative action in confronting not only the employment needs of minority youth but the closely related problems of their education and of desegregation/resegregation.

In summary, Orfield pointed out that "the most fundamental need if we were to have an integrated society, was to recognize that it would not happen by accident, and that even the modest favorable trends would prove to be unstable, unless we built a framework of integrationist policies to change the choices offered families deciding to live in metropolitan areas.[24] That framework would have to be collaborative.

The review of housing and employment policies and trends indicated that the following changes would be necessary if the Berkeley Unified School District were to avoid resegregation of its students.

1. The establishment of a collaborative dialogue between the Berkeley Unified School District and the City of Berkeley on problems and issues involving new school construction, zoning and rezoning, closed or open enrollment, flexible or controlled transfer policies, school feeder patterns, the District's pairing and clustering plan, the school bussing program. These discussions couldn't adequately combat the resegregations trends if one entity were to discuss the issues or make policies in isolation from the other.

2. The development of a long range plan of Federal and State financial support of school bussing to counteract the negative impact of the Jarvis-Gann initiative on the Berkeley school transportation program.
3. The inauguration of an in-depth study to assess the school desegregation plan in relation to the present city residential patterns, discovering implications for future trend and needed changes in the plan.
4. Assessment of strategies calculated to reduce the negative impact of the residential and employment factors on school desegregation in avoidance of second generation resegregation.
5. The careful examination of census tracts and policies instituted to open up predominately White neighborhoods to minorities. Fair housing laws of themselves were insufficient.
6. Review of affirmative action policies to determine ways of fostering racial and economic integration of old neighborhoods through the construction of subsidized housing areas like the "hills," rent supplements, and the revitalization and restoration of areas like West Berkeley.
7. Establishment of an information system to keep abreast of any change in racial composition of the schools and/or the city. The District and the City should develop a shared informational retrieval system to provide updates on population trends and the school desegregation and bussing plan.[25]

Law and legislation have had and could have crippling impact on the desegregation programs of school systems and their cities. At the same time, law and legislation could be major factors in forcing school districts and their cities toward collaboration for survival.

A court decision, as in the Bakke case, could be devastating to an affirmative action policy in school district and city, which, as in the Berkeley public schools, was designed to desegregate staff.[26]

A seniority system written into State law, in California, has threatened to make a shambles of a ten year effort to desegregate that school system's teaching staff. So far, it has been very damaging, since layoffs due to financial stress hit young racial minority staff hard.[27]

Proposition 13, the Jarvis-Gann Initiative, which cut local property taxes in California by 60% and local school revenues by up to 30% has already caused layoffs throughout California including Berkeley. It promises additional layoffs. In combination with the retrogressive State seniority law it has posed an immediate prospect of further staff resegregation in Berkeley which could complete the full desegregation/resegregation cycle.[28]

The prospective Gann Initiative, to be voted on within the year, threatens to place drastic limits on the State income tax. That eventuality could turn the present desegregation trend into a "conflagration." At the same time, it would join Jarvis-Gann in crippling the variety of special instructional, special service and enrichment programs crucial to a desegregated school system.[29]

Should prospective Federal laws limiting national revenue and expenditures be enacted, the nation's school children would be among the first to suffer. Federal programs designed to support desegregation efforts and avoid resegregation trends would probably be drastically curtailed.

The proposed Voucher Initiative, which could be voted on within the next several years, promises emasculation if not destruction of California's public education system. It would establish a low-cost competing private system. Advantaged children, predominantly White together with a token representation from the racial minorities might be benefited, the vast majority of students, neglected. The last semblance of desegregation in California and in Berkeley would disappear.[30]

Court decision and legislation are the ultimate mandates of the nation, states, and localities. School desegregation stemmed from the U.S. Supreme Court's Brown Decision. It was given teeth by national and state legislation requiring desegregation. It was protected by court decisions, as in California, approving mandatory bussing. By the same token, national and state anti-bussing legislation threaten the very desegregation movement inspired by the Brown Decision.[31]

California's new Master Plan for Special Education, under Federal law, requires that all children and youth, ages 3 to 22, with exceptional needs be educated and, that, as far as possible, they be educated in regular classrooms. To the extent that the plan is enforceable and adequately financed, it could help block racial imbalance in classrooms, thereby protecting desegregation.

It could attract an additional heterogeneous enrollment into the public schools, thereby enhancing the student mix.[32]

Federal and state legislation requiring general public, parental, and student participation in the development of school policies and programs are generally protective of desegregation, since they mandate collaborative planning, policy and program development, and evaluation. These were many in 1977-78 and are on the increase.[33] Of particular note are the California State Department of Education guidelines for school district plans to alleviate racial and ethnic segregation of minority students. These require continuing involvement of community persons, parents, school and district personnel and students in the development, review and modification of District policy on desegregation. (Appendix Q) These precedents validate this project's thrust toward school-city-community collaboration and The Collaborative Dialogue for Change in Desegregation (CDCD).

It behooves those interested in maintaining a desegregated school system to collaborate in opposition to actions of courts, legislatures, school boards, city councils which encourage or cause resegregation. It behooves those who support this new order in the schools to join forces in support of that legislation which encourages collaboration of schools with all elements of the community they serve.

It behooves the leadership of schools, city, and community to plan, inaugurate, and nurture a design for collaboration which might stave off resegregation, while there is still time.

CHAPTER III

FOOTNOTES

FOOTNOTES

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CHAPTER IV

1978-79, THE THIRD AND FINAL YEAR

- A Collaborative Hypothesis - Theory and Practice
  - The Basic Assumption
  - The Need for Continuing Collaboration
- The Inauguration of the CDCD Model
- Evolution of the CDCD Model
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A Collaborative Hypothesis - Theory and Practice

Theory offers few collaborative models designed to protect school desegregation. Too often, interest has been, as the Rand study pointed out, limited to the question: Will the mixing of the races of itself result in higher Black achievement?[1] Perhaps "desegregationists" should have been concerned with the observable outcomes of the desegregation process and the factors influencing those outcomes. Certainly, after a decade of desegregation, there is need to discover changes, if any, in policy/decision making and to know the key players in that change process.

Smith and his colleagues maintain that in most communities, school desegregation is a profound social change rather than a purely or primarily educational development. Therefore, school officials engaged in desegregation must be far more concerned than usual with relations between schools and the rest of the community and move away from their traditional isolation.[2] Cunningham has observed that desegregation/integration has gone smoothly where school superintendents, mayors, and the media have supported the rulings of the courts.[3] Smith and Dzuiban are concerned with resegregation as an essentially internal process, wherein the judicial intent of desegregation plans is thwarted by the institutionalization of organizational administrative practices. Thereby, the schools continue segregated or are resegregated.[4] This project goes further, stressing that, in a voluntary desegregation district like Berkeley, the principal actors must not only support the plan but also be jointly involved in implementing and monitoring it.

As Cunningham put it, if the leaders want to seize initiative and tackle inertia in this area, they must, among other things:[5]

1. Consider the formation of third party citizen problem-solving groups to work collaboratively with school officials.
2. Extend the membership of those visibly and directly responsible for desegregating and integrating schools to include other public sector and private sector representatives, especially those involved in public housing, public health, administration of justice, and employment.
3. Lay the groundwork for metropolitan solutions.

There is precedent for school/city collaboration in the work of the American Institute of Architects as it investigated community design to combat urban decay and control urban growth. Its Regional Urban Design Assistance Team approach dealt with problems defined by local participants through continuing dialogue. There followed an intensive series of hearings involving educators and local officials in long discussions and analyses, leading to recommendations.[6]

The intensive dialogue required by that kind of communications is the core of a collaborative dialogue for change. That means, one entity must share its needs, resources, shortcomings, strengths with the other. The same kind of intense, continuing, and mutual confrontation of problems and issues, with a thrust toward solutions helped inspire The Collaborative Dialogue for Change in Desegregation (CDCD). Willingness for a continuing communications interchange is essential, even though the issues are sensitive, delicate, explosive. In the process, the information needed to define desegregation - what it is and what it should be - would be exchanged. The next step would be a collaborative dialogue.

The Rand study, the writings of Smith, Dzuiban, and Cunningham provided theoretical underpinnings for the collaborative dialogue. The American Institute of Architects applied collaborative dialogue theory to the whole metropolitan scene. These theoretical roots and their application to the solution of metropolitan problems clearly demonstrated the need for school, city, and community leaderships to collaborate in finding solutions to modern urban problems. They suggested that a continuing, collaborative dialogue should be the prime problem-solving vehicle.

The basic assumption behind the collaborative hypothesis upon which the Berkeley model was constructed remained the same from the day the project was born. It held that the seeds of resegregation are intrinsic to the process of desegregation. To mix bodies is but a first step in a continuing process. To have performed the act of desegregation and to stop with that would simply be an invitation to resegregation. Desegregated schools, at the mercy of their own inadequate programs, shrinking budgets, outdated policies and practices, population shifts, community housing and employment policies and patterns, court opinions, legislative actions and omissions, would ultimately resegregate. Therefore, positive action by school, city, and community leadership would be required, if school desegregation were to be protected and enhanced while school resegregation were avoided. On that reasonable assumption, validated by literature and experience, was

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built the collaborative hypothesis and, then, The Collaborative Dialogue for Change in Desegregation (referred to in the original proposal as the core agenda).

The collaborative hypothesis, briefly put, would test the ability of the project to construct an effective model of collaboration between the decision makers of school and city, in partnership with community, to protect desegregation and combat resegregation. It would be a model, which on preliminary, dispassionate evaluation would demonstrate relative success and the quality of transferability to other Berkeley school district/city operations as well as to other school districts in the Bay Area, statewide, and nationwide.[7]

The need for continuing collaboration between the Berkeley Unified School District and the City of Berkeley to protect and extend desegregation and combat resegregation had been clearly demonstrated by two years of project experience. The data from the mobility study verified the hunch that a trend toward school resegregation was developing. Both students and staff were affected. There was danger that the trend would accelerate in a period of shrinking public funds, decreasing school enrollments, and staff layoffs under the State's strict seniority rule. The need to collaborate was underscored by the findings from the "influential interviews" of 1976-77 and 1977-78 that (1) school and city officials had at best "modest knowledge of desegregation problems; (2) most city leaders felt no responsibility for implementing school desegregation; and (3) both school and city decision makers generally recognized a need to more systematically communicate and disseminate information on programs concerning desegregation. (Appendix B[8]) Even so, the 2 x 2 Committee meetings (between school and city decision makers) did afford a communications process which promised to lead to that exchange of ideas, information, concerns, critical to an acceptance by both sides of a mutual responsibility for joint action to underwrite desegregation.[9]

The Influential Interviews (Survey) were designed to obtain information concerning the impact of school and city policies affecting the desegregation/resegregation process. It sought to determine how the desegregation plan had been implemented and influenced from its inception to the present in terms of the perception of 70 (70% return) school and 24 (41% return) city decision makers. Obviously, the level of interest was lower among city than among school respondents. (Appendix B)

The particpants from the schools generally attested to a moderate level of knowledge of programs relating to desegregation. Nearly 40% reported little or no knowledge. Only 12.9% claimed a high level of knowledge. Though this varied with experience, position, and race there was generally a significant lack of knowledge of these programs. One exception was among Black respondents who professed much more familiarity with programs relating to desegregation than any other group of respondents. Another exception was the Chicanos (2 in number) who indicated a far less degree of familiarity with programs relating to desegregation than did representatives from other ethnic groups. Interestingly, respondents from central administration evinced mixed knowledge of programs related to desegregation. Five of them (38%) admitted to little or no knowledge. The two Board members involved professed minimal knowledge. All in all, the level of knowledge of programs related to desegregation demonstrated by decision makers of a school district which had pioneered that social change was significantly low. (Appendix B)

Another key question asked of the "influentials" concerned their perceptions of the level of implementation of programs related to school desegregation.

Generally most school decision makers found no implementation. However, those with more experience in the District observed a little implementation. Asians felt there had been more implementation than did the others. (Appendix B)

"What," they were asked, "were some of the problems related to (impeding) implementation?"

There was strong agreement that lack of adequate budget, the district priority to balance the budget at the expense of maintaining minority staff, the dependence on outside experts contributed to the failure to significantly implement program related to desegregation. (Appendix B)

Other factors were noted, such as the state law on firing, a general decline in interest in desegregation, laissez faire staff attitudes. Most important was a noticeable lack of accountability for desegregation on the part of School Board, Cabinet, Teachers, and Parents which was perceived as a crucial factor in the failure to implement. However, each group involved pointed to the others as the responsible ones. Community leaders pointed particularly to the lack of accountability of Principals. Significant percentages of all groups participating, teachers excepted, considered the lack of teacher accountability to be a critical factor. (Appendix B)

The upshot was that 35% of all respondents believed that school procedures and practices strongly encourage segregation. Those with the most experience used the term, "somewhat." (Appendix B)

Turning to the parallel influential interviews with city leadership, more than 60% of the respondents, regardless of race, professed moderate knowledge of city programs related to school desegregation. 20.8% admitted no or little knowledge. This was a noticeably higher knowledge level than that professed by school participants. Most respondents from the City Council and the City Manager's office considered their knowledge levels "strong." Representatives from City Commissions were less confident of their knowledge levels. There were no apparent differences in levels of knowledge by ethnic group. Yet, the major concern of city respondents was with housing programs and their impact on property values and taxes. They voiced the fear that minority property owners would be priced out of Berkeley, to be replaced by subsidized renters of low income. (Appendix B)

City "influentials" were asked to look at the level of implementation of city programs related to desegregation. Most of them (75%) observed moderate implementation (without regard to race). Only one person felt that there had been no implementation.

Two, among the community leaders participating felt there had been no implementation. (Appendix B)

"What reasons," the city influentials were asked, "affected the quality of implementation of the programs related to school desegregation?" Their answers were: (Appendix B)

1. 22 of 24 respondents saw lack of adequate budget as crucial.
2. Half pointed to "lack of commitment in city government."
3. More than half strongly rejected "lack of meaningful dialogue" as a factor.
4. Almost half felt that department heads "dragged their feet" on such projects.
5. Two thirds (n=16) agreed that "we have no responsibility for the implementation of desegregation in the schools."
6. Almost half agreed (at all levels of knowledge) that "city practices somewhat encourage segregation."

Looking at both school and city participants, 37.9% (n=33) saw a trend toward resegregation. 27.6% (n=24) felt the trend was toward integration. 34.5% (n=30) saw no change. (Appendix B) The more experienced the persons, the more likely they were to predict resegregation. Most Asians (n=8) and all (n=2) the Chicanos saw no change. More than half the Blacks (n=11) agreed that resegregation was coming. Whites divided evenly on the question. (Appendix B)

Reasons were given for positions taken as to trend. Primary importance was given to negative administrative practices and negative economic trends. Negative teaching and testing practices, negative community and parent attitudes and support, and social factors beyond school control were also perceived as important factors in the trend toward resegregation. (Appendix B)

Those who felt there would be integration in the decade ahead took an opposite view of teaching and testing practices and community and parent attitudes and support. For them, these were positive factors. (Appendix B)

The ethnic view was as follows. Asian, and other minority participants emphasized economic trends and external forces beyond school control as crucial, feeling that there was good community and parent support. Blacks, on the other hand, pointed to poor community and parent support as a key to the resegregation trend. Whites maintained that administrative policies were primary. Other groups agreed that they had some importance. (Appendix B)

Those, who saw a long-term trend toward integration, especially Asians and Chicanos, felt that, in spite of the negative factors, student experience in a desegregated school environment would make the difference. (Appendix B)

The respondents were asked to list three recommendations for action to further school desegregation in order of priority.

Priority was given to instructional practices (n=58), administrative practices (n=39), and personnel practices (n=26). Parent/community education (n=5), staff (n=14), and housing (n=14) were also recommended for future study. (Appendix B) The more experienced respondents gave particular emphasis to instructional practices, personnel practices, staff, district planning, and parent/community involvement. (Appendix B)

Among the ethnic groups, Asians, Blacks, Chicanos, and Whites gave highest priority to instructional practices. Administration was second highest priority for Asians, Blacks, and Whites. (Appendix B)

After ten years of experience, the level of knowledge of programs related to segregation, as exhibited by school and city "influentials" seemed low. Time alone was not enough. The need to develop a more systematic method of communicating information related to desegregation was clear. The need to design programs to enhance that knowledge was evident. The need for a series of dialogues to reexamine the problems of knowledge level, implementation, data needs, school and city practices was apparent. Those dialogues would afford opportunity to confront the clear trend toward resegregation. They could be the vehicle for joint problem-solving, planning, and action, in the short-term and the long-run. (Appendix B)

Most respondents in all ethnic groups felt that school practices either "somewhat" or "strongly" encourage segregation. Among the 30 practices presented were grouping, self-scheduling, special education programs. The underlying issue lays bare the whole problem of whether schools should provide for the special needs of some students when those practices conflict with the need for racial balance. Which is the greater desegregation priority: physical integration or special programs to meet individual needs? It is possible that these apparent contradictions are reconcilable, and that special needs can be met without destroying the framework of desegregation. This matter of critical importance to the future of desegregation could well become a priority concern of school/city leadership in collaborative dialogue.

Berkeley's experience with collaborative efforts, involving schools, city and community, have shown their potential, even though they were too often half-hearted and sometime killed by neglect or design. For example:

1. The Kennedy Community Theater of Berkeley High School would never have been completed without the agreement between city and schools, which financed its completion, on the theory that it would function as both a school auditorium and community theater with certain agreed upon free and low cost public uses.[10]
2. The four-way City, School, University, Visiting Nurses Health and Nursing Service was a product of the Fifties. It was a unique, comprehensive service to meet the basic general and mental health needs of the entire community and its schools. It was discontinued in the early Seventies, in the interest of economy and efficiency. From that time on, the school district has gone it alone with a severely restricted program.[11]
3. The joint City-School Recreation Services have had a long and uneven history in Berkeley. They were strengthened in the late Fifties by the appointment of a Director of Parks and Recreation for city and schools. This collaboration has survived, despite the dwindling financial support from both schools and city. Nevertheless, had schools and city administered separate recreation programs over the

years, each would have offered even sparser programs at high cost in duplication of staff, equipment, and supplies.[12]

4. The desegregation of the Berkeley public schools was accomplished between 1964 and 1968 by a comprehensive collaborative effort, involving all segments of the community at every stage of policy and program development, combined with an extensive research and planning operation, thorough staff preparation, and a pervasive and relatively open public information program. It ended, for all practical purposes, in 1968 with the accomplished fact of desegregation. Had it continued as part and parcel of the post desegregation policy and practice with the added ingredient of official city and university participation, there would probably have been no need for this study.[13]
5. The joint school-city playground development at Thousand Oaks School is a successful current collaboration to afford the community's adults, youth, and children an open, informal recreational program at minimal cost.[14]
6. The current CETA Program, funded by the U.S. Department of Labor through the City of Berkeley is designed to provide public sector job placements for low income unemployed persons in their specialities. That program strongly encouraged school and city to join hands in providing public sector training placements.[15]

7. In 1978, a city youth employment program, The Youth Incentive Entitlement Project, also funded by the U.S. Department of Labor, was specifically designed to bring together the resources of the city and the school district to provide employment services to poverty and minority youth. One particular objective of that program was to identify potential school dropouts and to help them find employment before they dropped out. It recognized the need, particularly for low income and minority youth, to bring classroom and work place closer together to facilitate the transition from school to career.[16]

8. Finally, the 2 x 2 Committee, established more than a decade ago to facilitate discussion among city and school decision makers of problems and issues of mutual concern, was revitalized in 1976 and 1977. Its membership comprised two School Board members and two City Council persons appointed annually by their respective bodies, the Superintendent of Schools and the City Manager. Its reincarnation was to provide continuing core leadership from the city and the school district, and it did provide that leadership in areas of recreation, school/city playground development, use and exchange of facilities, campus behavior, drug abuse, CETA operations, and Youth Incentive Entitlement Project affairs. That leadership group, recreated, in part, by the thrust of this project, filled a leadership vacuum in school/city matters generally. It was to fill the decade-long leadership vacuum in

desegregation by becoming the core group in The Collaborative Dialogue for Change in Desegregation.[17]

The facts of demography and the facts of experience validate the theories of collaboration. Orfield put it well:

> "The most fundamental need, if we are to have an integrated society, is to recognize that it will not happen by accident, and even the modest favorable trends may well prove to be unstable, unless we build a framework of integrationist policies to change the choices of families deciding to live in metropolitan areas."[18]

The framework Orfield suggests must obviously be built by collaborative effort grounded in collaborative dialogue. That is what theory and experience tell us. That is the thrust of The Collaborative Dialogue for Change in Desegregation (CDCD) Model.

The Inauguration of the CDCD Model

The Collaborative Dialogue for Change in Desegregation (CDCD) Model was inaugurated in direct response to the evidence of need uncovered by the influential interviews. The collaborative dialogue provided that key school district and city decision makers would participate jointly in a continuing communications and problem-solving process to combat the resegregation of the Berkeley public schools. It sought to accomplish the following for school and city decision makers. (Appendix D)

1. Strengthen school and city policy/decision makers' knowledge and skills in order to:
    a. Better implement the 1964 and 1968 desegregation goals and objectives.

   b. Eliminate conditions which cause resegregation, such as racially imbalanced schools, classroom tracking, disparity among ethnic groups in academic achievement.
   c. Install an accountability system with identified collaborative roles for school and city officials as they combat and monitor resegregation.
   d. Increase competency in diagnosing and defining trends.
   e. Improve ability to define desegregation, resegregation, and integration and their relationship to management philosophies, mission, goals, objectives, and operational strategies.

2. Strengthen the district management team's ability to diagnose needs in the district's management system and effectively design strategies to meet those needs by:
   a. Establishing and maintaining an effective public information system to build public confidence in the school system and the educational program.
   b. Working jointly with key economic and political elites who can have major influence on educational policy formation.
   c. Increasing understanding of school board, teacher, parent, and administrative roles in policy formation.
   d. Acquiring a system for working with staff in setting monthly objectives, preparing plans, and reviewing performance.
   e. Increasing capability to assess community, student, and organizational needs and evaluate programs in

order to improve decision making and accountability as district management teams and desegregation designs are further developed.

f. Identifying the cultural sources of intergroup conflict.

g. Increasing competency in the budgeting and accounting of financial resources needed to achieve educational objectives in a desegregated environment.

h. Developing the ability to analyze the personal leadership style, unit leadership needs, and improving interpersonal skills in communicating, motivating, conflict management, and problem-solving.

As the year began, a "core agenda" was set. It provided for the design, inauguration, and development of a collaborative dialogue structure and process to protect desegregation and combat resegregation. Its detail would permeate school and city policies, programs, and operations. It would culminate in a model "Collaborative Dialogue for Change in Desegregation," involving the decision makers in school, city, and community as prime participants and movers. The dialogue would be a continuing one tailored to the unique needs of Berkeley's effort to institutionalize the desegregation process while controlling resegregation. It would be flexible in content, permitting adaptation to meet emerging needs. Its five phases would be concerned with: (Appendix D)

1. Identification of resegregation trends; problem(s) identification; needs analysis.
2. Resources, internal and external to reduce needs.
3. CDCD design and strategies.

4. Assessment; reinforcement; long-term assistance. Policy formation.
5. Evaluation and system renewal.

With an emerging design in hand, the Berkeley Unified School District was ready to establish, test, and tentatively evaluate its collaborative model during this final project year.

Evolution of the CDCD Model

The ultimate goals of the Collaborative Dialogue for Change Model were to facilitate the interaction between school and city decision makers and to use that interaction to combat resegregation. As already noted, the 2 x 2 Committee already existed in 1977-78, when the collaborative model was being designed. (Infra, p. 63) It had been established to consider problems of mutual interest to the schools and the city. (Appendix C)[19] It comprised the decision makers and top management of the schools and the city. Therefore, it was the logical choice to become the core of the collaborative dialogue for change structure. Intercommunication had already been established on a problem by problem basis. All that was needed was to add the broader concern of desegregation/resegregation and focus on it as a matter of priority. The core group would be expanded on occasion to include the Superintendent's Cabinet, school site and program managers, key city administrators, representatives of the San Francisco and Oakland Unified School Districts, and officials from school districts throughout the country.

A series of nine collaborative sessions was held, each with different participants.

Session 1, October 24, 1978, was a dissemination and planning meeting of the NIE staff with the Superintendent and his Cabinet. The 1977-78 report to NIE was reviewed and analyzed. Certain errors in it were corrected. A project abstract and appendices were developed. The stage was set for the Superintendent's continuing collaboration with the Cabinet on strategies to combat the resegregation trends. As a result of this session, it was noted that the participants demonstrated an improved understanding of the desegregation/resegregation process. (Appendix E)

Session 2, October 18, 1978, was a dissemination meeting with the Board of Education at a public workshop, where the information from the 1977-78 report to NIE was reviewed and discussed. An agreement was reached to use that report as a working document in the development of the final three year study report. Four of five Board members agreed that the collaborative sessions with City of Berkeley decision makers should continue as a basis for cooperative action to block resegregation. (Appendix E)

Session 3, October 24, 1978, was a meeting between the Project Director, and the 2 x 2 Committee members to review the findings of the 1977-78 report and discuss project activities for 1978-79. The Director expressed the desire to strengthen the involvement of the 2 x 2 Committee or an alternative structure as the primary vehicle for considering desegregation/resegregation problems during 1978-79. It would develop joint policies and make joint decisions concerning those factors which might be contributing to resegregation. One School Board member and two City Council persons felt that the 2 x 2 Committee was not a viable nucleus group for the collaborative dialogue. They preferred that an alternative group become the core of that dialogue, possibly a subcommittee of the 2 x 2 Committee. The NIE staff added to its future agenda the task of determining a structure to substitute for the 2 x 2 Committee. (Appendix E)

Session 4, October 30, 1978, took the form of a mini-conference. It was the first of the series of collaboration sessions to involve those who participated in the influential interviews of 1976-77 and 1977-78. It included representatives from the 2 x 2 Committee, Berkeley school and city staffs, and participants from the Oakland and San Francisco Unified School Districts. They met to initiate an interdistrict and intercity cooperative effort in desegregation planning and implementation. The aim was (1) to increase city and school district decision makers' general understanding and knowledge of the Berkeley Unified School Dsitrict's desegregation/resegregation experience by formally presenting the major findings of the 1977-78 report to NIE: (2) provide a collaborative model, which would be effective in maintaining the desegregation process of the Berkeley public schools; and (3) develop the interest of Oakland and San Francisco Unified School Districts in cooperating with Berkeley school and city officials to inaugurate effective desegregation plans. The two year study presented to the group would serve as a comprehensive data bank, a working tool, providing the information basic to planning, recommendation, and action. (Appendix E)

In this session Dr. Laval Wilson, Berkeley Superintendent of Schools pointed to Berkeley's success with desegregation. There had been no "white flight." Achievement scores of minority students had improved. Observable progress had been made in multicultural relations. Still, there was a general trend toward resegregation, because of economic conditions beyond school district control, such as increasingly expensive housing and a high, unyielding incidence of unemployment. With these in mind, the Superintendent anticipated the possible rezoning of the school district in the immediate future. (Appendix E)

Collaboration Session 4 was an effective one, judging from the feedback responses. The first objective was met, since a sizeable proportion of respondents felt that the findings of the 1977-78 report to NIE had been clarified, though there was a continuing need for follow-up dissemination activities. The second objective was achieved, since almost two thirds of the respondents indicated that city officials have a responsibility to help protect school desegregation and that the 2 x 2 Committee or an alternative group should serve as the collaborating structure in the desegregation process. The third objective was achieved, since representatives of the Superintendents of Schools of Oakland and San Francisco participated in the desegregation conference and agreed to participate in future collaborative sessions. (Appendix E)

In addition, the feedback pointed to the data collection and reporting procedures, school practices and school ethnic mix as the three top priority need areas requiring collaborative attention. (Appendix E)

Session 5, November 13, 1978 took the form of a Desegregation/ Dissemination Conference, especially designed to report to Berkeley Unified School District principals and program directors and to solicit their recommendations. Dr. Georgia Williams and the NIE staff reviewed and analyzed the 1977-78 report to NIE. Attorney Aubrey McCutcheon, nationally recognized desegregation consultant, discussed "Implications of Resegregation Role of Site Administrators." (Appendix F)

Mr. McCutcheon stressed that the desegregation process in Berkeley and these dialogues were unique, since introspection is uncommon among school districts. Noting that many actions foster segregation, he advised site administrators to preface any decision they make by first asking, "Does the contemplated action have the potential for enhancing desegregation?" He cautioned against inaction, now that Berkeley has the basic knowledge it needs. (Appendix G)

Achievement disparities of Black and Chicano children from White and Asian children was an area of major concern. There are, as Superintendent Wilson pointed out, skewed socioeconomic factors, especially in Berkeley, which contribute to that differential. Nevertheless, as Mr. McCutcheon added, "minority parents are becoming disenchanted with desegregation as a means of just racially balancing the schools. To combat this, we must be able to demonstrate an improvement in education as a whole." (Appendices F and G)

The knowledgeable speaker and the strong support of school central administration, the Office of Project Planning

Development/Research and Evaluation, and the NIE encouraged inquiries and exchanges of information on desegregation/resegregation. More importantly, they began to appreciate the need for participation in the process and the implications of their roles. (Appendix E)

The feedback forms contained the following suggestions from principals:

1. School ethnic mix, student achievement, and school practices should be the three top priorities requiring collaborative attention.
2. An alternative core structure should replace the 2 x 2 Committee.
3. Federal and State representatives should participate in the dialogue.
4. There should be faculty participation in the dialogue.
5. A 4 x 4 middle management structure would be desirable.
6. A master plan group, jointly appointed by school and city could best cope with desegregation/resegregation. (Appendix E)

Session 6, September 21 and 22, 1978 involved representatives from the Pittsburgh public schools in Pennsylvania, presently considering desegregation, who came to watch the Berkeley process in action. That group was especially impressed by the community involvement in Berkeley's everyday school affairs. It was equally impressed that "Berkeley had proved it could be done." The Pittsburgh visitors, made up of school officials and Board members were particularly interested in the collaborative process. The steps in the CDCD model were shared. Additional research will be required to determine the transferability of the model to Pittsburgh. The differences and likenesses between the two environments must be determined in order to assess the applicability of the Berkeley model to the Pittsburgh situation. (Appendix E)

Session 7, December 14, 1978, brought the Superintendent and his Cabinet together with Dr. Reuben Burton, assistant Director, Office of Intergroup Relations, California State Department of Education. The main purpose of the session was to look at the District's resegregation trends in relation to the provisions of new Section 90101, California Administrative Code, Title V, providing guidelines for school desegregation. As a result of this session, it was determined that: (Appendix F)

1. While Berkeley is experiencing resegregation trends, its school racial balance is still within the State's standard.
2. Present racial balance does not deprive racial minority students of an integrated educational experience.
3. The present resegregation trends apply only to Berkeley's stricter requirement, which allows only a 5% plus or minus deviation in a particular school from the district-wide racial percentages.
4. There is need for a Board workshop to discuss Berkeley's response to the new Title V guidelines. (Appendices F, Q, and R)
5. There should be an agreement to continue the collaboration with the Intergroup Relations Office. Such agreement was reached and a liaison person was designated by the

Office of Intergroup Relations to continue the review process and the collaboration with the Berkeley Unified School District. (Appendix F)

Session 8, January 16, 1979, took the form of a Desegregation/ Resegregation Conference. A cross-section of decision makers attended from the Berkeley schools and city and from the Oakland and San Francisco Unified School Districts. The workshop leaders were, Dr. Reuben Burton, Assistant Director, Intergroup Relations Office, California State Department of Education, Dr. Nicelma King, Project Director, Rand Corporation, Dr. Wayne Rosenoff, Program Associate, Project STRIDE, Far Western Regional Laboratory, and Attorney Aubrey McCutcheon, McCutcheon Associates, Detroit, Michigan. (Appendix F)

Information was disseminated on resources and techniques available to school and city decision makers to facilitate joint problem-solving and for developing effective desegregation programs. Information and strategies were provided to help in the development of an efficient monitoring system. Assistance was given conferees in the understanding, use, and evaluation of the collaborative model as a long-range and a short-range approach to monitoring desegregation. (Appendix F)

The session was effective in terms of its goals. This was attested to by participant evaluations on NIE feedback forms and by NIE staff observation. (Appendix F)

1. More than half of the respondents rated the session as high in increasing their knowledge of the collaborative

process and how it can be used. 38% rated it average. Only 7% rated it low.

2. Almost half of the respondents rated the session as high in increasing their understanding of systems for monitoring desegregation activities. 50% rated it as average. 20% rated it as low.
3. Only 30% rated the conference as high in increasing their understanding of systems for monitoring desegregation activities. 50% rated it as average. 20% rated it as low. Success here was partial.
4. Representatives of the Oakland and San Francisco Superintendents of Schools participated in the collaborative session, received and gave feedback with focus on improving the desegregation efforts of all three school districts.
5. Feedback received from Berkeley decision makers from schools, city, and community provided new and revised data to enhance this final report.

A session 9 (a follow-up session), originally planned for April 19, 1979 was held June 1. It took the form of a public hearing, permitting broad community participation. Its primary focus was on a discussion of Berkeley's resegregation trends in relation to the State desegregation mandate under California Administrative Code, Title V, Section 90101. At this public session, the School Board agreed to submit to the California State Department of Education a certification that the voluntary nature of its desegregation plans exempted it from the provisions of Title V. (Appendix E)[20]

The collaborative sessions were all devoted to dissemination and analysis of the 1977-78 project report to NIE and to the development of the collaborative model in protection of desegregation and avoidance of resegregation. They had a mixed reception. Attendance was a problem except when staff attendance was compulsory. Tables 1 and 2, following, demonstrate that.

TABLE 1

Level of Participation
Collaboration Session IV

	Conference Participants		
Job Categories	Attended	Designated Representative Attended	Non-Attendance
A. 2 x 2 Committee			
1 City Manager		1	
2 City Council members			2
1 Superintendent	1		
2 Board members		1	1
B. School Personnel:			
11 Central District staff members	6	1	4
1 Chairperson, ESAA Advisory Council	1		
C. Other Districts:			
1 Oakland Superintendent		1	
1 San Francisco Supt.		2	
TOTALS	8	6	7

From Quarterly Report to NIE, December, 1978, p. 15.

TABLE 2

Level of Participation
Collaboration Session VII

Categories	Conference Participants		
	Attended	Designated Representation	Non-Attendance
A. 2 x 2 Committee			
1 City Manager		1	
2 City Council Members			2
1 Superintendent		1	
2 Board members			
B. School Personnel			
8 Central Staff	5	2	1
27 Site Administrators	17	--	10
18 Program Supervisors	14	--	4
5 Community Representatives	5	--	
3 Union Representatives	2	--	1
C. City Personnel			
10 Administrators	3	--	7
D. Other Districts			
2 Oakland	2	--	--
2 San Francisco	2	--	--
1 State Department	1	--	--
TOTALS	53	4	25

From Quarterly Report to NIE, March, 1979, p. 8.

Obviously, there is a continuing need to develop new strategies to encourage better participation in the collaborative dialogue.

There was agreement that the collaborative dialogue approach was a good one in general as well as for Berkeley. There was doubt that the 2 x 2 Committee should be the core structure of the collaborative dialogue. The need for an alternative structure was apparent. (Appendix E)[21]

The participants in the collaborative dialogue were limited in their knowledge of the desegregation/resegregation process, both generally and in Berkeley. This was made clear by the influential interviews of 1976-77 and 1977-78. (Appendix B)[22] Few had been involved in the Berkeley desegregation efforts of the Fifties and Sixties. The city participants demonstrated even less interest if not knowledge than did the school "influentials," and more than a few viewed desegregation as a school matter for which they had no responsibility. Nor had there been an adequate data base nor dissemination system to provide the necessary knowledge, insights, tools, and incentive for collaborative monitoring of desegregation and action to avoid resegregation. The collaborative sessions served to remedy, in part at least, those lacks. After eight sessions, information gathered by NIE feedback instruments and observation indicated that decision makers of the schools and the city were becoming more knowledgeable of the basic facts and skills needed to monitor desegregation. They were becoming more appreciative of the need for continuing dialogue. They remained doubtful of the appropriate machinery. (Appendices E and F)

The process of training was a continuing one carried on by the series of collaborative sessions. In part, it was "learning by doing," - confronting and debating issues, moving them toward resolution. In part, it took the form of instruction; help from NIE consultants, national experts in the field, California State Department of Education specialists. Should the collaborative series continue, the process would repeat itself again and again in reinforcement. The training process has been broadened to include the neighboring Oakland and San Francisco Unified School Districts and the far away Pittsburgh public schools. (Appendices E, F, N, O)

The participants had at most limited practice, that is, experience, in the collaborative process, especially as related to desegregation/resegregation. (Appendix D)[23] Most knew a little something about Berkeley's historic desegregation project. Few claimed an intimate knowledge. School/city joint efforts had dwindled since the late Sixties. The premium was increasingly on competition for the local tax dollar and the federal or state grant. As the influential interviews indicated, city decision makers were especially ignorant of the theories and processes of desegregation. Too many of them remained disinterested in a "purely school matter." (Appendix D)

There had been a lack of information basic to looking at the problems of resegregation, just as there had been a chronic lack of information essential to problem-solving and planning in most areas of program and operation. Drops in enrollment had almost halved the Berkeley student population. The persistent problems of achievement gap, segregated classrooms, campus unrest still continued almost unabated. Funds shrank in the wake of Proposition 13. The proposed Gann and Voucher Initiatives threatened worse to come. At the same time, high priced housing and persistently high unemployment were holding housing patterns in their segregated mold. There seemed a certain desperation for solution of these closely interwoven problems.[24] It was in this climate that the NIE project arose. It has begun to fill the data lacks, which have plagued the District generally and made it difficult to monitor resegregation and protect desegregation. It has begun to mobilize the theory and the practice, which point to school-city-community collaboration as the best means to forestall school resegregation. It has begun to build the Collaborative Dialogue for Change in Desegregation Model in the image of sound theory and modern metropolitan experience. It has begun a leadership management training process for coping in the present world.[25] It has held collaborative sessions, disseminating its "data bank" and skills knowledge to leadership in this community and in several other school districts. There is interest and there is lethargy. (Appendices E, F)

After two years of data gathering, study, and planning, the collaborative dialogue began with the 2 x 2 Committee of school and city decision makers as the core group in the process. There may be a better central communicating group, closer to the actual operations of school and city and more representative of a community, heterogeneous in race, religion, philosophy, age, and lifestyle.

That option is presently under study.[26] However, a beginning has been made.

Community participation in the collaborative dialogue has, thus far, been limited. A few identified "leaders" were touched by the influential interviews. One collaborative session was a public session, at which the 1977-78 report to NIE was discussed. There has been no official University of California role in the collaborative dialogue, although that university is the area's largest educational institution and the city's largest employer, and despite the fact that issues of "town and gown" impact continuously on the operations of school and city. (Appendices E, K) Certainly, there is a need to explore alternative models in a search for a way to involve both the university and the larger community of parents, staff, students, key community agencies, school and city advisory groups.

Assessment of the Program and the Process

The NIE's Collaborative Leadership Planning/Training Project was a bold and imaginative one, designed to protect a new school society inaugurated by the school desegregation of the Sixties. It accomplished the following:

1. It established a continuing literature search to collect and make available the best in theory and experience to Berkeley school and city leadership and to school districts and cities, nearby and countrywide. (Appendix A)[27]
2. It began to build a data bank essential to effective monitoring of desegregation/resegregation, including school

enrollment and the changes therein by race; student transfers in and out by race and the reasons therefore; the racial composition of school staff; the statistics of classroom racial balance, student achievement, housing, and employment trends. (Appendix U)[28]

3. It polled parental and community opinion on the schools and on desegregation, making a sounding concerning community support and potential contribution to a collaborative dialogue and effort.[29]
4. It annexed the 2 x 2 Committee to the collaborative model, making it the core group in the dialogue and maintained it in that position for a year. (Appendices D, E, F)[30]
5. It disseminated the 1977-78 report to NIE to school and city decision makers, Berkeley school principals and program managers, selected community leaders, the leadership of the San Francisco and Oakland school districts and visitors from Pittsburgh, Pennsylvania public schools, by means of expanded collaborative sessions. (Appendices E and F)
6. It expanded the collaborative approach to desegregation and attack on resegregation by bringing the Oakland and San Francisco Unified School Districts into the collaborative dialogue as continuing partners. (Appendices E, F, K, O, S)
7. It used the expert talents of NIE, Rand Corporation, Far Western Regional Laboratory, a nationally eminent consultant on desegregation, and the California State Department of Education to train participants and provide them with basic data and inspiration. (Appendix F)

8. It established a permanent collaborative consulting relationship with the Office of Intergroup Relations, California State Department of Education. (Appendix F)
9. It began the search for an alternative to the 2 x 2 Committee as core group in the collaborative dialogue, seeking a structure closer to the daily operations of schools and city.[31]
10. It inspired current closer relations between the schools and the city, epitomized by joint efforts in such matters as facilities use, property exchange, counseling needs, school security, park and playground development, career training, job placement.[32]
11. It organized the T-V programs, aired by KPIX, Channel 5, on February 9, 1979, at 8:00 p.m. and on February 16, 1979, at 8:00 p.m. Those programs featured interviews with former Superintendent, Neil V. Sullivan and present Superintendent, Laval S. Wilson. (Appendix T)
12. It inspired the expansion of the school's Public Information Office and its present campaign to flood the media with "school news and views." (Appendix D)[33]
13. It inspired the projected District restudy and possible rezoning of attendance area boundaries to combat resegregation. (Appendix F)[34]
14. It corroborated the need for the recent District updating of the Board policy manual.[35]
15. All in all, it did turn leadership's attention in the city and particularly in the schools to the urgency of

protecting desegregation and fending off resegregation. (Appendices A, B, E, F, G)[36]

The project fell short in a number of respects as follows:

1. By design, the project did not involve the University of California leadership, either in the influential interviews or in the collaborative dialogue. It would have been an advantage to have had representation in the study from the largest educational institution and employer in the Bay Area. (Appendices E, F)
2. The mobility study was concerned with the involvement of parents, general public, students, and staff in collaborative planning and decision making in all significant school and city matters. Yet, the project has not, thus far, developed the procedures and machinery to bring those "grass root elements" into the collaborative dialogue on a continuing basis. (Appendices D, K, O)[37]
3. From its beginnings, the project focused almost exclusively on Black-White conditions and relations in school and community. Therefore, there are gaps in the data bank, the theoretical thrust, and the collaborative model design with regard to Asians, Chicanos, and "Others."[38]
4. The dialogues were limited to eight collaborative sessions, primarily devoted to dissemination and analysis of the 1977-78 report to NIE through small meetings, mini-conferences, and visitations. In addition, many informal problem-solving meetings were held. The need for more, continuing problem-solving and planning sessions persists. (Appendices E, F, S)

5. Gaps in the data bank persist. There is need for additional information on private school enrollment over the years, similar data on transfers in and out of the District, by race, classroom racial composition, student achievement by race, racial composition of staff, employment and housing trends. There is need especially for a system to keep such data current. Only then, can an effective system to monitor desegregation/resegregation be developed.
6. There will be turnover in decision making staff in 1978-79. The Superintendent and at least four top aides will be leaving the Berkeley public schools. The City Manager, who led the way toward city participation in the collaborative dialogue left his job this year. This unusual turnover must be taken into account as schools and city continue to develop the collaborative dialogue. (School Board refused to renew the Superintendent's contract at its June 6, 1979 meeting.)

A Glimpse at the Future

Glimpsing the future is always an "iffy" if interesting exercise. The facts of resegregation trend and the clear need for continuing collaborative dialogue and action, the issues of resegregation have implications for School Board policies and administrative regulations.

An update of School Board policies was completed in draft form on January 1, 1979 and is presently awaiting consideration by the Superintendent's Cabinet and the Board. The updated draft was developed in the spirit of this project's goal to protect desegregation and combat resegregation. It should be reviewd by the School Board at its earliest convenience to assure that its policies and District administrative regulations conform with the District's desegregation thrust. Provision should be made that changes in policies and administrative regulations be published regularly in policy manual form and widely disseminated, to assure conformance with desegregation requirements.[39] These policies and regulations would then provide for:

1. A data bank, relating to desegregation/resegregation, capable of continual updating and immediate retrieval.
2. A monitoring system to safeguard desegregation and avoid resegregation, with staff involved accountable for that function as a matter of job requirement.
3. A collaborative dialogue structure, involving schools, city, university, community, and broad, representative segments of those institutions.

It would be hoped that the city and the university would develop comparable policies and regulations.

The future has its promises. The collaborative dialogue for change gives promise of school-city-community collaboration, featuring dialogue on the issues of desegregation/resegregation. Collaboration implies decision, recommendation, action, based on a continuing, adequate, and relevant data bank and effective machinery for monitoring desegregation/resegregation trends. Should this happen, Berkeley could envisage a community and its schools, at peace, with equality of educational, employment, and housing opportunity as their priorities.

The future has its pitfalls. Utopia is relatively easy to articulate, but to date, even if desirable, impossible of achievement. The intent of the project was noble. The thrust of the project was positive and progressive. The project has been successful within human and time limitations. The prognosis for the project is questionable in view of:

1. The increasing conservatism of our time.
2. The continuing effects of Proposition 13, the threatened effects of new limitations on state and federal revenues, and the ultimate threat of a voucher system.

Yet, the struggle must continue, and we go back again to Orfield, who put it so well:

> "The most fundamental need, if we are to have an integrated society, is to recognize that it will not happen by accident, and even the modest favorable trends may well prove unstable, unless we build a framework of integrationist policies to change the choices of families deciding to live in metropolitan areas."[40]

Transferability of the Model

Though the collaborative model is in its beginnings and subject to amendment to meet an alternative mold, it is worthy of transfer.

The model is grounded in the collaborative dialogue and supported by an increasingly adequate data base. It looks to action and is applicable to every area where schools and cities have common interests.

It could strengthen the programs and operations in the school district and the city related to budgeting, accounting, buying, data processing, communications services, health, recreation, community facilities, school plant planning (as part of city or community planning), career training, affirmative action, job placement, juvenile justice, campus safety. (Appendix S)

Certainly, if collaboration, with dialogue as the catalyst, works in the single major problem area of desegregation/resegregation, it should work in every problem area mutual to the school, city, and community. That stance could become a way of life in Berkeley. Then, all policies, regulations, and programs would reflect that premise.

The developing model is exportable to Bay Area neighbors and school districts and cities countrywide. The continued interest of the Oakland and San Francisco Unified School Districts attests to that. The Pittsburgh visitation would also provide evidence of transferability should further study reveal that the Berkeley collaborative model were appropriate to the Pittsburgh situation. The NIE Project Director intends, in the imemdiate future, to contact Pittsburgh's school officials to find out how helpful the visitation was, how useful the Berkeley materials have been, and what uses Pittsburgh might put them to, if and as it develops its desegregation program. (Appendices K, N, O, S) The continuing correspondence from school districts throughout the country, asking for counsel and advice, indicates even more widespread interest.[41]

So, in the End

A good start has been made. The struggle must continue here in Berkeley, in the Bay Area, and throughout the country, toward a collaborative dialogue model. By enhancing desegregation and combatting resegregation, that model could upgrade community life for us all.

CHAPTER IV

FOOTNOTES

FOOTNOTES

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APPENDICES

APPENDIX A

ANNOTATED BIBLIOGRAPHIC REVIEW OF DESEGREGATION LITERATURE

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Administrative Policies and Procedures

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Psychological and Sociological Factors as They Effect Desegregation

The Implementation of Desegregation Plans

Legal Community and Court Decisions in Desegregation

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OF DESEGREGATION LITERATURE

Introduction

The following bibliographic review of desegregation literature organizes recent literature on critical factors of the desegregation process.

They may be briefly reviewed as follows:

I. Administrative Policies and Procedures

The sources cited in this section of the bibliography are concerned with such issues as, roles of administrators, information access systems, administration planning, primarily at the school site level, and other areas of particular concern to those who must discover ways to implement policy decisions made at higher levels.

II. Instructional Factors

The sources cited in this section addresss several areas of concern with integration in classrooms, work of this sort begins only after students have been physically brought together on the same site. Materials related to classroom climate, instructional styles and strategies, and conducive teacher attitudes and expectations are included in this section.

III. Psychological and Sociological Factors as They Affect Desegregation

This section addresses two distinct concerns, and is divided into two parts. The first, psychological factors deals with such concerns as attitude toward themselves and others, for development of healthy, conducive interaction between the various constinuencies in the school, and the relationships of these and other variables of this sort to educational outcomes such as academic achievement and the extent to which an individual can cooperate and work with others not like himself/herself in race, socio-economic status or ethnic group.

The second Sociological and Sociometric Factors, deals with the day in which the larger context can impact upon the schools efforts to desegregate/integrate. Such factors as parental and citizen involvement, the extent to which schools are accessible an the reciprocal ways in which the social context and the school community impact upon one another.

IV. The Implementation of Desegregation Plans

This section is divided into two parts, the first deals with global issues on desegregation's conceptualization and implementation. There are several references which address the impact of the first upon the future, as well as those which address the future of desegregation efforts.

The second section is composed of references on the implementation of desegregation in cities across the country. The growing body of literature of research and field studies on desegregation efforts in a wide array of settings, structures environments and contexts. Knowledge of the circumstances under which what kinds of strategies, techniques and approaches are most effective are clearly helpful to any district or individual school site attempting an effective productive implementation of desegregation.

V. Judicial Decisions and Civil Rights Legislation

This section is also divided into two parts, the first lists significant court decisions on desegregation, the second is composed of papers and articles which discuss various legal and judicial aspects of desegregation. The critical thinking in the area of interpretation and application of the law in the context of the society, its mood, and the prevailing trends therein, provide insight into the ways in which desegregation is a symbolic issue whose successful resolution speaks to the ability of this society to approach its ideals.

VI. Technical Assistance and Related Resources

This section lists agencies, organizations and other sources of assistance in implementing desegregation. Developing a network of communication and interaction is helpful to those involved in the process of desegregation; ready access to the right resources can clearly make or break the most sincere efforts.

ADMINISTRATIVE POLICIES, PRACTICES AND PROCEDURES

Bailey, Stephen K. Disruption in Urban Secondary Schools, National Association of Secondary School Principals, N.W. Washington, D.C., November 1970, pp. 8, 12. Report which examines the extent of, the nature of, and discusses the possible causes and solutions to disturbances violence, vandalism, truancies and tardies on various kinds of high school campuses.

Berlowitz, Marvin J., "Institutional Racism and School Staffing in an Urban Area." Journal of Negro Education. 43(1)25-29, 1974. Presents an analysis of large city teacher assignment patterns.

Bash, James H. and Long, Rodger L. "Effective Administration in Desegregated Schools," Phi Delta Kappa, Bloomington, Ind., 1968. Discusses and presents practices and policies necessary in all schools, but which are critical in the desegregated setting.

Center for Educational Research and Service, Issues and Problems in Elementary School Administration, Final Report, Corvallis Oregon State University, 1970, p. 141.

Cicoural, J., & Kitsuse, J. The Education Decision-Maker. Indianapolis: Bobbs-Merrill, 1963. Looks at the nature of, and the context in which educational administrators work.

Chesler, Mark A. Student and Administration Crises, Institute for Social Research, University of Michigan, October, 1969, p.l. Looks at the growing trend of policies and practices through which students can be involved in school decision-making processes.

Chesler, Mark, et al. Planning Educational Change, Human Resources in School Desegregation, Center for Research on Utilization of Scientific Knowledge, University of Michigan, 4 volumes, thru DHEW, 1969. Puts forth practices for utilizing existing personnel in ways which enhance the desegregation/integration process.

Chesler, Mark, Jorgensen, Carl, Erenberg, Phyliss. Planning Educational Change: Integrating the Desegregated School, United States Department of Health, Education and Welfare, Office of Education, 1970. Looks at the necessary structures, policies, practices and programs necessary to introduce integration in the desegregated setting.

Chesler, Mark, et al. Resources for School Change I: A Manual on Issues and Projects in Training Educational Change, Educational Change Team, School of Education, University of Michigan, 1972. Presents ways in which the school administrator and existing school resources can be utilized to enhance the desegregation process.

Chesler, Mark, et al. Resources for Social Chance II: A Guide for School Administrators, Educational Change Team, School of Education, University of Michigan, 1972. Aimed directly at the school site administrator, this manual presents policies and practices which mobilize plant resources to new goals.

Chesler, Mark et al. Desegregation/Integration Planning for Social Change--A Training Program for Intergroup Educators, National Education Association, Washington, D.C., 1974. A training manual which is useful for administrators and other staff with responsibility for motivating others to implement planned change.

Children's Defense Fund, School Suspensions: Are They Helping Children? (Washington, D.C.: Washington Research Project, Inc., September, 1975), pp. 12-13; 64-71. Reports findings of a nationwide study which looked at the rate of and incidents involved in suspension by ethnicity and sex.

Children's Research Fund of the Washington Research Project, Inc. Children Out of School (Washington, D.C., 1974). Looks at the results of school suspensions, the rate at which students miss school, and the impact of these absences.

Coleman, James S., Campbell, Ernest Q., Hobson, Carol J., McPartland, James, Mood, Alexander M., Weinbeld, Fred D., and York, Robert L. Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, 1965.

"Desegregation: Problems and Practices." Theory Into Practice, April, 1978. Presents an array of problems common to most desegregated settings and practices to remedy them.

Forehand, Garlie A. Ragosta, Marjorie, and Rock, Donald A. Conditions and Processes of Effective School Desegregation. Princeton: Educational Testing Service. 1976. Examines the creation and maintenance of the kinds of open environments and formal and informal structures which enhance the introduction and ultimate implementation of desegragation.

Forehand, Garlie A. and Ragosta, Majorie. A Handbook for Integrated Schooling. (Educational Testing Service) U.S.D.H.E.W. Office of Education, July, 1976. Puts forth clear principles, practices and techniques for transforming desegregated settings into integrated settings.

Foskett, John. The Normative World of the Elementary School Principal, University of Oregon, Eugene: Center for Advanced Study of Education Administration, 1967. Examines the value stances, formal and informal rules and assumptions by which the elementary school principal leads and administers his/her plant.

Glasser, William. School without Failure. New York: Harper and Row, 1969. Presents the premises and techniques of creating and maintaining a positive, productive academic and interpersonal environment in the school.

Harris, Seymour E., Deitch, Kenneth M., and Levensohn, Alan. Challenge and Change in American Education. Berkeley, California: McCutchan Publishing Corporation, 1965. Seminar papers dealing with issues of educational policy and management; originally presented at Harvard University Graduate School of Public Management.

Janowitz, Morris. Institution Building in Urban Education, Hartford: Connecticut Printer, 1969. Presents innovative considerations for building consistency and continuity in urban schools.

Jenkins, Jeanne Kohl. "Advisory Councils and Principals in Los Angeles;" Integrateducation, Jan-Feb, 1976, p. 29. Looks at the ways in which principals react to the role that advisory councils are to assume in the decision-making processes on the school site.

Lauger, Jonas. Theories of Development. New York: Holt, Rinehart, and Winston, Inc., 1969. Presents an array of notions on the processes and structures needed for productivity and effectiveness in organizational systems.

Lauter, Paul and Howe, Florence. "How the School System Is Rigged for Failure," The New York Review of Books, XIV, 12, (June 18, 1970). Documents structural and policy based practices and procedures which result in the consistent failure of poor children and children of color.

Knowles, Louis L. and Prewitt, Kenneth. Institutional Racism in America (Englewood Cliffs, A.J.: Prentice-Hall, Inc., 1969) Outlines the organizational and structural basis for racism in major societal institutions, including the educational system.

Kramer, Ralph M., Participation of the Poor. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1969. Raises issues in the critical area of ways to recruit and maintain the involvement of poor people in middle class decision making settings and processes.

Lazarsfeld, Paul, Siebier, Sam. Organization Educational Research: An Exploration. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1964. Looks at the kinds of research issues which might be raised and the kinds of questions which could be addressed by studying organizational settings, processes and outcomes.

Miskel, Cecil. Public School Principal's Leader Style, Organizational Situation, and Effectiveness, Final Report, U.S. DHEW, NIE, Sept., 1974. Analyses the interaction between school climate, or environment and the school administrator's personal style and the extent to which various styles are effective in different environments.

Monis, Gabrille. Interview with Richard L. Foster: Avoiding Institutional Entropy -- A School Superintendent's View, Bay Area Foundation History Series, Vol. IV, 1976, pages 202a-236. Courtesy, The Bancroft Library. Discussion with a high level administrator which presents a perspective on organizational development which encourages change while maintaining continuity.

O'Reilly, R.P. (ed.). Racial and Social Class Isolation in the Schools: Implications for Educational Policy and Programs. New York: Praeger, 1970. Considers the extent to which practitioners and policy makers should develop policies and practices that address immediate concerns or long range goals of integration and equity.

Pharis, William L. The Principalship: Creating and coping with Change, American Association of School Administrators, Washington, D.C. 1972. Looks at the inherent conflict in the administrator's dual role as change agent and one who must maintain stability as well.

Postman, Neil, and Weingartner, Charles. The Soft Revolution: A Student Handbook for Turning Schools Around. New York: Dell Publishing Col., 1971. Entertaining handbook which advocates understanding the structure of a system, diagnosing its problems, and acquiring resources before trying to implement solutions.

Desegregation Studies Staff, "The Role of the School Principal in School Desegregation." Position Paper, National Institute of Education, Department of Health, Education, and Welfare, Washington, D.C. Reviews and examines the context of the desegregation process and presents a perspective on the characteristics of an effective school principal.

Sarason, Seymour. *The Culture of the School and the Problem of Change*, Allyn and Bacon, Inc., Boston, 1971. Examines ways in which the culture, norms, formal and informal rules of the school setting, which like most organizations, inhibit, or work against the introduction of planned change.

Sarason, Seymour. "The Principal and the Power to Change," *National Elementary Principal*, July-August, 1974, p. 53. Looks at the formal and informal means and processes which the school site administrator can bring to bear when attempting to implement planned change.

Scott, Charles S., Sr., Scott, Charles S., Jr., "The Myth of Brown." *Washburn Law Journal*. 14(1): 47-56, 1975. Presents an analysis of the Brown's Board of Education decision which states that the schools, courts and the public have been operating off assumptions which are not really viable.

Sedlacek, William E., Brooks, Glenwood C. *Racism in American Education*: A Model for Change. Chicago: Nelson-Hall, 1976. Looks at the institutional and structural models which have enhanced or created racist outcomes in educational systems.

Smith, Kathleen. *Desegregation/Integration: Planning for School Change*, (Washington, D.C.: National Education Association, 2974), p. 12. Outlines premises and stages of planning which encompasses policies and structures beyond the physical mixing of students.

Splawn, Robert E. "Board of Education Members' Perceptions of the Role of the Board and the Role of the Superintendent and the High School Principal", *Studies in Education*, Annual Publication of School Teacher Ed. V. VIII, West Texas State University, Canyon, May, 1969. Presents the views and assumptions of Board of Education members on the ways in which district level and school site administrators are to carry out policy.

Sullivan, Neil V., *Walk, Run, or Retreat: The Modern School Administrator*, With Thomas D. Wogman and Ruth Barshay. Bloomington: Indiana University Press, 1971. A lighthearted essay on the dilemmas and quandrees of modern day district level and school site administrators.

Turnage, Martha. *The Principal: Change Agent in Desegregation*, Integrateducation Associates, Chicago, Illinois, 1972. Puts forth the premise that the desegregation/integration process calls for the school site administrative leader act as a change agent in the system, as opposed to one whose sole purpose is the maintainence of order.

Sciara, Frank J. "The Change Agent Role of the Elementary Principal Reexamined," ERIC article ED084678, Dec., 1973. Looks at the conflict between the role of the school leader as one who introduces planned changed versus the role which requires that the school leader manage, and administer the status quo.

INSTRUCTIONAL FACTORS

Abell, Phyllis K.; McNeil, Earle D.; Powell, Betty, "Prejudice and the Helping Relationship: One Method for Increasing Awareness." American Journal of Orthopyschiatry. 43(2):254, 1973. Discusses how prejudice prevents professionals from empathizing with and truly helping their clients.

Averich, H.A., et. al., How Effective is Schooling? A Critical Review and Synthesis of Research Findings. Santa Monica, California: Rand Corporation, 1972. Assesses conflicting research on the outcomes of education and its benefits for specific groups of students.

Ayllon, Teddoro; Garber, Stephen; Pisor, Kin, "The Elimination of Discipline Problems Through a Combined School-Home Motivational System." Behavior Therapy 6(5):616-626, 1975. Uses parental and community involvement in solving chronic discipline problems.

Beeghley, Leonard; Butler, Edgar W., "The Consequences of Intelligence Testing in the Public Schools Before and After Desegregation." Social Problems. 21(5): 740-754, 1974. Looks at the way in which standardized tests are used and concludes that they are counterproductive in desegregated situations and lead to resegregation.

Benne, Kenneth D.,; Muntyan, Bozidar (eds.), Human Relations in Curriculum Change, New York: The Dryden Press, 1951. Conceptual background on tools for analyzing, change, group methods, ethics, and discipline for leadership in education.

Buxton, Thomas H.; Richard, Keith W.; Bingham, Charles M.; Talps, Loutricia, "Black and White Teachers and Desegregation," Integrated Education. 12(January-April, 1974), pp. 19-22.

Compares reactions and classroom processes of black and white teachers in desegregated settings.

Byalick, Robert; Bersoff, Donald N., "Reinforcement Practices of Black and White Teachers in Integrated Classrooms." Journal of Educational Psychology. 66(4): 473-480, 1974. Looks at the kinds of student attitudes and behaviors which are focused on and reinforced in integrated classrooms by black and white students.

California State Department of Education. Guide for Multi-Cultural Education: Content and Context, 1977. Outlines premises and practices that address the academic needs of culturally diverse schools and classrooms.

Castandeda, Alfredo. "Cultural Democracy and the Educational Needs of Mexican American Children," in *Mainstreaming and the Minority Child*, (ed.), Reginald Jones, Reston, VA." C.E.C. Publications, 1976, 181-193. Statement that the needs of Hispanic students can only be met in classrooms which accept and accomodate cultural diversity.

Chandler, Sarah McKinnie, *Teacher Stress and Job Satisfaction as they Relate to the Implementations of a Court Ordered Desegregation Plan*. Dissertation Abstracts International: Ann Arbor, Michigan, University Microfilms, 76-1926. Looks at the extent to which, and ways in which a mandated desegregation process affected teacher morale.

Crain, Robert and Mahard, Rita, "Desegregation and Black Achievement," National Review Panel on School Desegregation Research, October, 1977. Santa Monica, California: Rand Corporation, 1977. Examines the conflicting research on black achievement in desegregated settings.

Cross, Dolores E. and Deslonde, James. "The Impact of Teacher Inservice Programs on Attitudes Toward Multicultural Education." *Education Research Quarterly, Special Edition*, Winter, 1978. A Study of one of the more effective programs impacting on the attitudes of teachers toward culturally diverse students.

Eastern Regional Institute for Education, Inc., *How to Get New Programs into Elementary Schools*. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972. Series of five booklets on curriculum changes, each serving as a workbook with references and resources for planning, selecting, and assessing curriculum changes.

Fader, Daniel N.; NcNeil, Elton B., *Hooked on Books: Program & Proof*. New York: Berkeley Medallion Edition, 1968. Premises and processes of a program proven effective in getting non-readers to enjoy and use their intellectual skills.

Flanders, Ned A. "Teacher Influence, Pupil Attitudes, and Achievement," in *Teaching: Vantage Points for Study*, ed. Ronald T. Hyman, Philadelphia, Penn.: J.B. Lippincott, 1968, 251-265. Documents the effect of teacher expectations on student attitudes toward learning and their achievement.

Forbers, Jack D. "Working with the Afro-American Pupils," in *Five Heritages-Teaching Multi-Cultural Populations*, ed. James C. Stone and Donald P. DeNevi, Cincinnati, Ohio: Van Nostrand Reinhold Company, 1971, 89-93. Discussion of premises and techniques for linking with black students in the classroom.

Gay, Geneva, *Differenthal Dyadic Interactions of Black and White Teachers with Black and White Pupils in Recently Desegregated Social Studies Classrooms: A Function of Teacher and Pupil Ethnicity*, Washington, D.C.: NIE, January, 1974. Documents the differences in the ways in which Black and White teachers perceive and relate to students of the same and different ethnic groups.

Galloway, Charles M. "Non-Verbal Communication in Teaching," in *Teaching: Vantage Point for Study*, ed. Ronald T. Human, Philadelphia, Penn., J.B. Lippincitt, 1968. Points out ways in which non-verbal cues communicate verbal messages which may suggest or contradict a teacher's verbal or conscious messages.

Glasser, William. *Glasser on Discipline*. Film produced by Dave Bell Associates, 1011 North Cole Avenue, Hollywood, CA 90038. Applies the Glasser approach to school discipline problems.

Goodlad, John I. and M. Frances Klein. *Behind the Classroom Door*. Worthington, Ohio: Charles Jones Publishing Co., 1970, 103-109. Goes 'behind the scenes' to look at the real events in classroom processes and environments.

Goodman, Paul, *Compulsory Mis-Education*. New York: Horizon Press, 1964. Classic statement of the ineffectiveness of contemporary public education.

Herbert, Cindy, *I See a Child*, Garden City, New york: Anchor Books, 1974. A maudlin statement on the necessity of looking beyond appearances when dealing with children.

James, Bill, *The Effects of an Activity Based Curriculum (ABC) on the Cognitive Abilities of Minority Students.* Department of Psychology, University of Massachusetts, Amherst. Assesses the extent to which a specific set of curriculum activities assists students of color in learning.

Jencks, C.: Brown, M., "The Effects of Desegregation on Student Achievement: Some New Evidence from the Equality of Educational Opportunity Survey." *Sociology of Education*. 48(1) 126-140, 1975. Presents new analysis to substantiate, assumptions and findings of earlier research.

Johnson, John J. "Special Education in the Inner City: A Challenge for the Future or Another Means of Cooling the Mark Out?" *Journal of Special Education*, 1969, 3:241-251. Examines the potential and actual abuse of assigning students of color special education classes.

Joseph, Stephen (ed.), *The Me Nobody Knows: Children's Voices from the Ghetto*. New York: Avon Books, 1969. Very good compilation of poems, essays and personal statements from children thought to be inarticulate and uncommunicative.

Jones, Reginald L., (ed.), Mainstreaming and the Minority Child, Reston, VA.: C.E.C. Publications, 1976, 3-7. Looks at the processes of including traditionally excluded students into the regular life of the school and the particular problems of children who are of color and possess physical or emotional handicaps.

Jones, Richard, Fantasy and Feeling in Education. New York: New York University Press, 1968. Poses the need for creativity and responsiveness in developing educational programs.

Joyce. Bruce R., Alternative Models of Elementary Education. Waltham, Mass.: Blaisdell Publishing Co., 1969. Presents an array of structures and settings for improving elementary education.

Kohl, Herbert R., The Open Classroom: A Practical Guide to a New Way of Teaching. New York: The New York Review, 1969. Author of 36 Children poses a creative, open ended strategy and context for classroom teachers.

Koslin, Sandra; Koslin, Bertram; Pargament, Richard; Waxman, Harvey, "Classroom Racial Balance and Students' Interracial Attitudes." Sociology of Education. 45(4):386-407, 1972. Correlates the extent to which a racially balanced classroom affects positive cross racial attitudes.

Leonard, John Timothy, Goals for the Education of White Americans in the Context of Racism. Dissertation Abstracts International: Ann Arbor, Michigan: University Microfilms 73-11524. Lays out specific objectives of preaching humanism to white students.

Maynor, Waltz; Katzenmeyer, W.G., "Academic Performance and School Integration: A Multi-ethnic Analysis," Journal of Negro Education 43(1):30-38, 1974. Compares achievement of various ethnic groups in an interracial setting.

Miller, Richard I. (Director), Catalyst for Change: A National Study of ESEA Title III (PACE) Reports of Special Consultants. Washington, D.C.: United States Government Printing Office, 1967. Informative analysis of Miller's research on ESEA Title III with consultants' papers including curriculum development, individualized instruction, teacher education, and the role of the state.

Posthuma, Allan B.; Carr, John B., "Differentiation Matching in School Desegregation Workshops." Journal of Applied Social Psychology 4(1):36-46, 1974. A training and informational workshop series tailored to specific educational needs in desegregated schools.

Ramirez, Manuel and Castaneda, Alfredo, Cultural Democracy, Biocognitive Development, and Education. New York: Academic Press, 1974, p. 32. Looks at the need for acknowledgement of different styles of learning in developing classroom processes.

Rogers, Gail, Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969. Discussion on classroom structures and processes that enhance the academic environment and performance of students within it.

Rosenthal, Robert and Jacobson, Lenore, Pygamalion in the Classroom New York: Holt, Rinehart and Winston, Inc., 1968. Classic study documenting the effect of teacher expectation in student academic performance and achievement.

Roth, Rodney, W., "The Effects of Black Studies on Negro Fifth Grade Students, Journal of Negro Education, 38, 1969. Looks at the benefits of curricula that address the history and concerns of students of color.

Rubin, Louis J. (ed.), Improving In-Service Education: Propsals and Procedures for Change. Boston: Allyn and Bacon, Inc., 1971. Aspects of professional growth are examined, with suggestions for alternative training program models providing performance goals and training support.

Sacdeva, D. "A Measurement of Changes in Interracial Student Attitudes in Desegregated Schools," Journalof Educational Research, 66, May-June, 1973, pp. 418-422. Presents a process for addressing the attitude of students toward their fellows who are different from themselves.

"Self Portrait at 200: The School Teachers," Newsweek, July 4, 1979, p. 48. An open, penetrating view of teaching by a seasoned member of the profession.

Smith, Geoffrey, The Complexities of Urban Classrooms. New York: Holt, Rinehart, and Winston, 1968. Excellent study of the nuances and subltles of interaction in an inner city classroom.

St. John, Nancy Hoyt, School Desegregation: Outcomes for Children. New York: John Wiley & Sons, 1975. Excellent review of desegregation outcomes, and the situational and structural variables necessary for positive outcomes.

Teachers and Students. Report V: Mexican American Study. Differences in Teacher Interactions with Mexican American and Anglo Students, Washington, D.C.: U.S. Civil Rights Commission March 1973. Documents the differences in the way white students are perceived and treated when compared with Hispanic students.

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Weinberg, Meyer, "The Relationship Between School Desegregation and Academic Achievement: A Review of the Research." *Law and Contemporary Problems*. 1974, 39(2), 240-270. Reviews the conflicting findings of research on this critical issue and finds no absolute clarity on the issue.

Westphal, Raymond C. Jr., *The Effects of a Primary-Grade Level Inter-ethnic Curriculum on Racial Prejudice*, R. & E. Research Associates, 1977. Reports the impact of a specially designed curriculum on the attitudes of students toward fellow students who are of different racial, ethnic and socio-economic groups.

THE PSYCHOLOGICAL AND SOCIOLOGICAL CONTEXTS OF DESEGREGATION/INTEGRATION

Psychological

Amidon, Edmund J. and Hough, John B. (Eds.). Interaction Analysis: Theory, Research, and Application. Reading Mass.: Addison Wesley, 1967. As the title states, the publication reviews critical aspects of one approach to developing productive intergroup relations.

Andrews, Pearl Thompson. A Study of the Effects of "Black Studies" in the Self-Concept of Negro Kindergarten Children; Doctoral Dissertation, University of Illinois, 1971. Looks at the extent to which the inclusion of culturally relevant curricula impact upon young children.

Baldwin, James. "A Talk to Teachers," in Five Heritages - Teaching Multi-cultural Populations, edited by James C. Stone and Donald P. DeNevi, Cincinnati, Ohio: Van Nostrand Reinhold Company, 1971, 80-86. Noted American novelist speaks of the necessity of a minimal grasp of the cultural, historical and sociological experiences of people of color on the part of teachers and others who desire to be effective.

Coopersmith, Stanley and Feldman, Ronald. "Fostering a Positive Self Concept and High Self-esteem in the Classroom," in Psychological Concepts in the Classroom, edited by Richard H. Coop and Kinnard White, New York: Harper and Row, 1974, 192-223. Looks at relatively simple, practical psychological techniques and assumptions which are useful in generating a productive classroom climate.

Ebel, R.L. "Educational Tests: Valid? Biased? Useful?" Phi Delta Kappan, October 1975, pp. 83-88. Looks at the circumstances in which standardized tests are appropriate and potentially useful in diagnosing student needs.

Epps, Edgar G., "Impact of School Desegregation on Aspirations, Self-Concepts and Other Aspects of Personality." Law and Contemporary Problems. 1975, 39(2), 300-313. Looks at the ways in which desegregation affected the personality characteristics of students in a relatively new desegregated setting.

Findley, W.G., & Byron, M. Ability Grouping 1970: Part I Common Practices in the Use of Tests for Grouping Students in Public School, ERIC ED 048 381, 1971. Looks at widespread practices which abuse the limited value of standardized tests in placing students.

Grambs, Jean Dresden. Intergroup Education, New Jersey, Prentice-Hall Incorporated, 1968. Presents practices for achieving viable interpersonal relationships in classroom and school-wide structures.

Green, R.L., et al. "The Awesome Danger of 'Intelligence' Tests," Ebony, August 1974. Examines the actual and potential danger for the development of detrimental policies and practices of educational systems and programs structured on the use of standardized tests.

Gunsky, Frederic R. "Problems and Opportunities in Intergroup Relations," Journal for Instructional Improvement. California State Department of Education, October 1966, pp. 181:187. Looks at the benefits and results of developing positive interpersonal relations in group settings.

Hayes, Edward J. and Rayburn, Wendell J. "Black-White Dilemmas: Counselors, Busing, Desegregation." The School Counselor, Nov., 1975. Looks at the difficulties school counselors experience when trying to work with and talk to students of a different racial or ethnic background, and at the communication problems involved in working with students whose ethnic backgrounds are identical, but whose attitudes on bussing differ.

Juvenile Delinquent Research Circle, "Delinquent Boys." Psychology (NAHA). 11:41-51, 1969. Looks at sociological and psychological characteristics of teenage boys who have run afoul of school and criminal authorities.

Kirk, Diana H., and Goon, Susan. "Desegregation and the Cultural Deficit Model: An Examination of the Literature." Review of Educational Research, Fall, 1975. Excellent review of the premises upon which advocates of school desegregation base their research and policy recommendations.

McDill, E.L., Rigsby, L.C., & Meyers, E.D. "Institutional Effects on Academic Behavior of High School Students," Sociology of Education, 1967, 40, 181-99. Dissects institutional characteristics and attempts to determine the effect on the classroom behavior of students.

Routh, Frederick B. and Bradon, Marshall, "The Role of the Intergroup Relations, Fall 1970, p. 48. Discusses the functions of those who serve as creators of and facillitators in developing harmonious and productive interpersonal relationships in working groups and teams.

Russell, R.D. "Black Perceptions of Guidance", The Personnel and Guidance Journal, May, 1970. Presents ways in which Black students may perceive guidance counselors which differ from those of white clients.

Schofield, Janet and Sagar, Andrew. Peer Interaction Patterns in an Integrated Middle School, University of Pittsburg. Examines the sociometric choices made by students in a school which is well into the integration stage of the desegregation/integregation process.

Sullivan, Henry Stack. The Interpersonal Theory of Psychiatry. New York: W.W. Norton, 1953. A founding father of interpersonal relationships puts forth his basic premises and assumptions.

Tajfel, Henri. Experiments in Intergroup Discrimination, Scientific American, San Francisco: W.H. Freeman and Company, November, 1970, Volume 223, Number 5, p. 2. A study which examines the ways in which group members perceive one another and the actions which accompany those perceptions.

Tumin, Melvin M. Research Annual on Intergroup Relations, Chicago: Quadrangle Books, 1970. Publication which reviews and assesses the current research done on intergroup relations.

Weinberg, Meyer, Minority Students: A Research Appraisal. Washington, D.C.: U.S. Government Printing Office, 1977. Influential study of the characteristics of urban students of color and their educational outcomes and achievement.

Wolf, Robert L. and Simon Rita J. "Does Busing Improve the Racial Interactions of Children?" Educational Review, January, 1975. Seeks to determine the extent of which bussing, not desegregation or integration, but bussing, affects student racial attitudes and interaction.

THE PSYCHOLOGICAL AND SOCIOLOGICAL CONTEXTS OF DESEGREGATION/INTEGRATION

Sociological

Atkins, Cary Donald. "Neutral Environment Aids Black and White Harmony." The School Counselor, May, 1976. Presents definition and benefits of the 'neutral' environment in classroom and school settings.

Beckum, Leonard C. Desegregation/Integration: Help or Hindrance in Overcoming Black School Failure, Far West Laboratory for Educational Research and Development, 1978. Raises pointed questions about the extent to which the mere physical mixing of the bodies is sufficient to ensure equitable academic outcomes for Black children.

Biddle, William W., Biddle, Loureide J. (collab.). Encouraging Community Development: A Training Guide for Local Workers. New York: Holt, Rinehart and Winston, Inc., 1968. Descriptive and prescriptive guide to practical mechanics of community development, emphasizing personal dynamics of relationships.

Billingsley, Andrew. Black Families in White America. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 197-215. Excellent study of the nature and characteristics of Black families; makes clear the diversity and continuity found in this group.

Bolton, Gaylor M., "The Lost Letter Technique as a Measure of Community Attitudes Toward a Major Social Issue." Sociological Quarterly. 14(4): 567-570, 1974. Presents a group assessment tool which is useful and efficient is surveying large numbers of people on a given issue.

Blumenberg, Eleanor. The School Intergroup Relations Specialist: A Profession in Process, Sociology of Education, Spring, 1968, Volume 41:2, pp. 221; 225. Presents the rationale for a new, self claimed professional group; those who specialize in creating harmonious educational environments.

Bureau of Intergroup Relationships. Conditions and Processes of Effective School Desegregation, September, 1976. Looks at and establishes precepts for an uneventful desegregation process.

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Watson, Goodwin (ed.), Concepts for Social Change. Washington, D.C.: National Training Laboratories, NEA, for the Cooperative Project for Educational Development, 1967. (COPED). Core ideas for studying planned change, emphasizing resistance to innovations and strategies for planned change to meet the resistances.

Wegman, Robert G. "White Flight and School Resegregation: Some Hypotheses." Phi Delta Kappan, January 1977. Attempts to discern the connection between whites leaving the city and school desegregation.

Weinberg, Meyer. A Chance to Learn: A History of Race and Education in the United States, Cambridge University Press, 1977. Looks at the whole panorama of school desegregation as an effort to provide access to quality education.

Wellisch, Jean B.: Carriere, Ronald A.; MacQueen, Ann W.; and Duck, Gary A., An In-Depth Study of Emergency School Assistance Act Schools in 1975-1976. Santa Monica, California: System Development Corporation, 1977. An examination of the extent to which the programs funded under the Emergency School Assistance Act are meeting their stated goals and objectives, and, the ways in which this is accomplished.

LEGAL COMMUNITY AND COURT DECISIONS IN DESEGREGATION

Legal Commentary

Wisdom, J.M. "Random Remarks on the Role of Social Sciences in the Judicial Decision-Making Process." Law and Contemporary Problems. 1975, 39(1), 135-149. Looks at the ways in which lawyers choose the social science evidence which supports their clients perspective on a particular issue impacts upon court rulings which utimately shape school policy.

Desegregation Studies Staff, Educational Equity Group, National Institute of Education. School Desegregation: A Report of State and Federal Judicial and Administrative Activity, October, 1977. A review and assessment of the extent to which Federal and State court rulings and and administrative policies complement or conflict with one another.

Levin, Betsy. "Recent Developments in the Law of Equal Educational Opportunity." Journal of Law - Education, July, 1975. Reviews and assesses trends in judicial decisions and their impact on the designing and implementation of desegregation plans.

Cunningham, Luvern. "Judicial Mandate and Educational Policy." Cross Reference. January-February, 1978. Pages 40-55. Discusses the ways in which court rulings impact and shape educational decisions, particularly at the district level.

Bell, D.A. Jr. "Is Brown Obsolete? Yes!" Integrated Education, May-June, 1976, pp. 28-37. Looks at the Brown vs. Board of Education decision in retrospect and presents an analysis whose findings state that the nature of desegregation today requires different legal interpretations and decisions.

Flannery, Harold J. "The Role of the Courts in Educational Change." Intergroup. January, 1972. Presents the role of the courts as being the up-holder of basic societal principles while interpreting these to changes in societal trends.

Bell, Derrick A. "Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation." The Yale Law Journal, 85, No. 4, March, 1976, p. 28. Looks at the quagmire of reality versus the principles which underlie integration.

Williams, Georgia, "How We See It." A Position Paper: Urban Program in Education, University of Michigan, November, 1969. A position statement on the perceptions of the lay and professional community on the impact of educational programs designed to improve the educational outcomes for Black children.

CIVIL RIGHTS LEGISLATION

Cases Related to the Civil Rights Act of 1976 and HEW Guidelines

Lau v. Nichols, A Supreme Court decision which held that non-English speaking students who do not receive specific instruction which takes their background into account are being deprived of their civil rights by the school systems. The plaintiffs in this case were Chinese students in the San Francisco school system. The plaintiffs were granted bilingual education on the basis that the district was not providing equal education opportunities to those students and were thus violating Title VI of the Civil Rights Act of 1964 and the HEW Regulations. (The Supreme Court of the United States, 1974. 42U.S.& 2,000d.)

Singleton v. Jackson Municipal Separate School District 348 F. 2d 729. 1965

United States v. Jefferson County Board of Education, 372 F. 2d 836 84, 1966.

United States v. Jefferson County Board of Education, 380 F. 2d 385 84, 1967.

These three cases were dealt with in the United Sttes Court of Appeals, Fifth Circuit. They all gave "great weight" to the HEW Guidelines in assessing proposed desegregation plans. The second case listed above covered the interrelationships between the three branches of government in the context of desegregation. The third case above included the opinion that any legal distinction in prior decisions between "integration" and "desegregation" were over.

Case Related to DeJure Segregation

Brown v. Board of Education of Topeka, Kansas--The Second Round Supreme Court Opinion wherein the Court remanded the cases to the courts originally involved, with the direction to find remedies "with all deliberate speed" to permit desegregation of the public schools. (Supreme Court of the United States, 1955. 349 U.S. 294, 75 S. Ct. 753).

Cooper v. Aaron. This case arose as a result of a request from the Little Rock, Arkansas School Board to suspend their desegregation plans until state laws and efforts to upset or nullify the Brown decision were cleared up and until turmoil and hostilities in the area were solved. The Court rejected this request, indicating sympathy with the position of the Board; however, the Court held that constitutional rights "are not to be sacrificed or yielded to the violence and disorder which have followed upon the actions of the Governor and Legislature." (Supreme Court of the United States, 1958. 358 U.S. 1, 76 S. Ct. 1401, 3 L. ED. Pd 5).

Goss v. Board of Education. A case based on a transfer of school in Knoxville, Tennessee. This transfer plan was made solely on racial factors after a rezoning; the Court held that this provision of the plan which allowed students to request a change back to his/her original school where he/she would be in the minority would lead back toward segregation and was thus unconstitutional. (Supreme Court of the United States, 1963. 373 U.S. 683, 83 S. Ct. 1405, 10 L. Ed. 2d 632).

Griffin v. County Board of Prince Edward County. The Statement that "the time for mere 'deliberate speed' has run out" came from this case involving the closing of public schools and the subsequent state support of private segregated schools in Prince Edward County, Virginia. The Court held that Black students were denied equal protection of the law. (Supreme Court and the United States, 1964, 377 U.S. 218, 84 S. Ct. 1226, 12. Ed 2d 256).

Rogers v. Paul. Ruled that certain black students were entitled to immediate relief. These students were those who were in high school and were still assigned to schools on the basis of their race. This was due to being involved in the one-grade-a-year plan to desegregate Fort Smith, Arkansas; the plan was adopted in 1957 and had not reached the high school students in 1965. (Supreme Court of the United States, 1965. 382 U.S. 198, 86 S.Ct. 358, 15 L. Ed. 2d 265).

School Committee of Boston v. Board of Education. 352 Mass. 693, 227 N.E. 2d 729 (1967).
Vetere v. Allen. 15 NY.2d 259, 206 N.E. 2d 174 (1965). In these cases, the courts upheld the right of the state to have legislation which required local school boards to take race into account in assigning pupils and the right of state-level authorities to correct racial imbalances in the state schools.

Green v. County School Board of New Kent County. The Court held in this case that a Freedom-of-choice plan, while not unconstitutional, was unacceptable if there were any other speedier plans to end the segregation in the school system of New Kent county, Virginia. The school system had not implemented any desegregation plan until 1965; this was a freedom-of-choice plan. The Court concluded that "the burden on a school board today is to come forward with a plan to work now." The Supreme Court of te United States, 1968. 391 U.S. 430, 88S. Ct. 1689. Cy. 1689, 20 L. Ed 2d 716.

Alexander v. Holmes County Board of Education. The Supreme Court ruled in this case where a lower court had allowed some Mississippi school districts an extension of time to desegregate. The decision was: The question presented is one of paramount importance, involving as it does the denial of fundamental rights to many thousands of school children, who are presently attending Mississippi schools under segregated conditions contrary to the applicable decisions of this Court. Against this background the Court Appeals shoud have denied all motions for additional time because continued operation of segregated schools under a standard of allowing 'all deliberate speed' for desegregation is no longer constitutionally permissable. Under explicit holdings of this Court the obligation of every school district is to terminate dual school systems at once and to operate now and hereafter only unitary schools." (The Supreme Court of the United States, 1969. U.S., 90 S. Ct. 29, 24 L. Ed. 2d, 19).

Swann v. Macklenberg Board of Education. A landmark case which clearly stated the Court's opinion in remediation of long standing discrimination. The case appealed the District court's decision that bussing must be used to integrate schools. The Supreme Court held, "In these circumstances we find no basis for holding that transportation is not a tool of school desegregation. Desegregation plans cannot be limited to the walk-in school."

Bradley v. Milliken. Seattle by a 5-4 vote involved the Detroit City School District. This case reversed a plan set forth in a lower court to eliminate "state-imposed black schools." The judge in the district court based his plan of including suburban school districts within the metropolitan school on the fact that the large percentage of black students living within this area made it impossible to truly desegregate the schools. The Supreme Court reversed this plan on the grounds that no inter-district violation had occured. It further remanded the case to the district court for hearings to find a remedy. (The Supreme Court of the United States, 1975).

Cases Related to De Facto Segregation

Taylor v. Board of Education City School District of New Rochelle. This was a case dealing with "false de facto" segregation. The school board had re-drawn the school boundaries and had permitted white students to transfer; black students were not allowed to transfer. Over ninety percent of the controversial school was black. The court held that this redrawing of district boundaries had produced a segregated school and was therefore in violation of the Fourteenth Amendment and of the Brown holding. (The United States Court of Appeals, Second Circuit, 1961. 924, F2d 36).

Blocker v. Board of Education of Manhasset. Though this school district had a segregated school by virtue of long-standing boundaries, the court held that because there was a simple solution to the problem and because the segregated school was one of three in the district, and the only one with 100% black students "the separation of the Negro elementary school children is segregation." (District Court, New York, 1964. 225 F. Supp. 208).

Van Blerkon v. Donovan. 15 N.Y 2d 399 207, N.E. 2d 503 (1965).
Booker v. Board of Education of the City of Plainfield. 45 N.J. 161, 212 A. 2d 1 (1965). The above two cases both involved what the courts called "educational determinations." Educators were claiming that de facto segregation had an undesirable affect on learning and that heterogeneous grouping created a better learning situation. The courts would not get involved.

Deal v. Cincinnati Board of Education. One case where the Court of Appeals ruled that school boards did not have to take action to correct racial segregation if that segregation were the result of "true de facto" segregation. (The United States Court of Appeals, Sixth Circuit, 1966. 369 F2d 55, Case 85).

Hobson v. Hansen. This case dealt directly with the question of equal educational opportunity for black students in Washington, D.C. The court found that the school district's zoning patterns, the faculty assignment patterns, and the "tracking" system of students all fostered de jure segregation and deprived the black students the opportunity for education afforded the white students in the district. The court found the zoning pattern and the teacher assignment patter unconstitutional; the court stated that the "track" system of ability grouping of students was not rationally explainable. (The Federal District Court, D.C. 1967. 269 F. Supp. 401).

Offermann v. Nitkowski. A case wherein the court view was that a school may, though they do not have to, correct racial imbalances which have developed in schools because of housing patterns and school zoning. (The United States Court of Appeals, Second Circuit. 1967. 378 F 2d 22 Case No. 87).

United States v. School District 151 of Cook County, Illinois. A case instituted by the Attorney General under powers granted to the office by the Civil Rights Act of 1964. The court found that where law had been used to enforce racial segregation school districts would be subject to mandatory correction. (The United States Court of Appeals, Seventh Circuit, 1968. 404, F. 2d 1125).

Smuck v. Hobson. After the decision in the above case, the superintendent, denied the right to appeal the case by his school board, resigned and then appealed. The appeal was based on the belief that the Hobson v. Hansen decree had been a judicial interference in the school board's administrative functions. The Court of Appeals upheld the lower court's decision and ordered the election of a new board of election to carry out the court orders, including the abolition of the track system. (The Court of Appeals, D.C. Circuit, 1969. 408 F.2 175 Case No. 86).

Keyes v. School of District No. 1. This case looked at the segregation patterns in the Denver, Colorado school. The school district was accused of segregating black students by board policy and board action in creating attendance zones, new school sites, and elementary feeder patterns. The plaintiffs in the case were under the burden of proof; they had to prove that Denver had segregated its schools because of board action. Such was the case, and the Supreme Court ruled that while no State law had governed the action of the board, the results of the board were de jure segregation, not de facto segregation. Justice Powell argued that a distinction between de jure segregation and de facto segregation had in fact outlived its usefulness. Another key point of this case was the inclusion of Spanish-speaking students as a minority group to be protected. (The Supreme Court of the United States, 1973, 413 U.S.189, 217).

Teacher Desegregation Cases

Chambers v. Hendersonville City Board of Education. In this North Carolina case, the principle was stated that school boards must show objective standards for the employment and retention of all teachers, black and white. The case arose from a situation where a higher proportion of black teachers were released than were white teachers. The court held that this was an inference of discrimination and that the school boards were burdened with the clearing of their conduct. (The United States Court of Appeals, Fourth Circuit, 1966. 364, F2d 189).

Bradley v. School Board, City of Richmond. The Court directed that hearings be held and not postponed on the contention that racial assignments of staff affected the rights of pupils. This was in response to the lower court ruling that the lack of a provision on staff assignment of the Richmond, Virgina, desegregation plan was not sufficient cause to reject the plan. The lower court held that pupil desegregation should be eliminated before beginning to deal with the staff. (The Supreme Court of the United States, 1965. 382, U.S. 103, 86 S. Ct. 224, 15 L. Ed. 2d 187).

North Carolina Teachers Association v. Asheboro City Board of Education. Basically, the decision in this case was that if a school board had to lay off teachers because of a reduction of enrollment in certain buildings, and if its policy was to give laid off White teachers a preference in re-employment over new candidates, that same preference must be given Black teachers who were laid off because of a reduction in pupil population.

United States v. Board of Education of Bessemer. The decision here was to eliminate the use of voluntary plans of staff desegregation; the court stated that school districts had an affirmative duty to institute faculty desegregation. (The United States Court of Appeals, Fifth Circuit, 1968. 396, F.2d 44).

United States v. Montgomery County Board of Education. A lower court's plan for faculty desegregation was upheld by the Supreme Court. This plan had as its goal the assignment of approximately the same ratio of black and white teachers to each school in the district in line with the ratio existing in the school system as a whole. (The Supreme Court of the United States, 1969. 395 U.S. 225, 89 S. Ct. 1670, 23 L. Ed. 2d 263).

TECHNICAL ASSISTANCE AND RELATED RESOURCES

Community Relations Service, Box 243, Yellow Springs, Ohio, 45387. Information and materials on citizen and parental involvement.

Curriculum MAterials, Curriculum Development Division, New York City Board of Education, 130 W. 55th Street, New York, NY 10019. Some of materials for use in multi-ethnic and racial classrooms.

Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Tex. 78721. Resources and training for bilingual educational needs.

Educational Consulting Associates, Box 1057, Menlo Park, CA, 94025. Assistance in training and planning.

Educational Policies Service, National School Boards Association. Suggested formats, policies for equal educational opportunities, integration, non-discrimination.

Educational Systems Development, P.O. Box 457, Royal Oak, Mich. 46068. Assistance in organizational development processes.

ERIC Processing and Reference Facility, User Services Coordinator, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland, 20014. On-line computer access to data at various centers throughout the country. University libraries: microfiche systems of articles and comprehensive catalogs of articles, books, and their sources. June 1976 survey of services published by Educational Resources Information Center, National Institute of Education, Washington, D.C. 20208. "Equal Opportunity Review" published by General Assistance Center for Equal Educational Opportunity.

Far West Laboratory for Educational Research & Development 1855 Folsom Street, San Francisco, CA 94103. Educational laboratory agency; proposing to expand to an institutional level effort emphasizing research, development, and implementation.

Institute for Urban and Minority Education, Teachers College, Columbia University, New York. Research and publication on desegregation and integration in schools.

Integrated Education Associates, School of Education, 2003 Sheridan Road, Northwestern University, Evanston, Ill. 60201. Assistance and training for personnel who work in desegregated settings.

Institute of Human Relations Press, 165 E. 56th St., New York, New York, 10022. Materials on developing positive, productive, interpersonal relations.

Institute of Positive Education, 7848 S. Ellis Ave., Chicago, Ill., 60619. Resources and training in developing student centered environments and programs.

Multi-Ethnic Education, Resource Center, Stanford University, Stanford, CA, 94305. Materials and resources for working with multiracial and ethnic student populations.

National School Boards Academy, 1055 Thomas Jefferson Street, Washington, D.C. 20007. National School Boards Association Resource Files from conferences, including workshops on school management and curriculum.

National School Public Relations Association, 1801 N. Moore St., Arlington, VA 22209. Resources and literature on recruiting and involving parents and citizens.

Office of Intergroup Relations, California State Department of Education, Sacramento, CA. Materials on workshops and technical assistance conferences focusing on multi-cultural curriculum development as well as management workshops, conferences.

Rand Corporation, 1700 Main Street, Santa Monica, Calfornia, 90406. Reviews and analyses of desegregation studies. Workshops and papers presented by staff on issues related to school desegregation.

STRIDE: Service, Training, and Research in Desegregation Education. Region IX area conference on conflict management, school management and implementing planned change; educational pluralism and strengthening the school/community partnership in district evaluation of management and programs. Information available through the General Assistance Center, 1855 Folsom Street, San Francisco, CA 94103.

TIDE: Training Institute for Desegregated Education, Wayne State University, Detroit, Michigan. Focuses on racism and sexism in public education at the school site level. Contact: Dr. Annamarie G. Hayes, TIDE, W.S.U., 235 College of Education, Detroit, Michigan, 48202.

University of California, Berkeley: Graduate School of Public Policy; David L. Kirp, Associate Professor. Bay Area studies of the politics of school desegregation.

University of California, Los Angeles: Experimental Laboratory School; Principal Madeline Hunter. Ten year study of teacher/child interactions and student achievement.

Mental Health Services: Dr. Gloria Powell, Psychiatrist. Coauthor of Black Monday's Children, study of self-concepts of children in segregated and desegregated schools in the South.

Graduate School of Education. UCLA Educator. December 1976, Issue: "Education in a Nation of Minorities."

Consultants

Conflict Management

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School/community relations
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area: DeCecco's 6-step model of conflict resolution

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Los Angeles Unified School District

Topic: The Future of Education
Tele: Office - (213) 652-6642
Address: 18313 Septo St., Northridge, CA 91324

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APPENDIX B

EXCERPTS FROM 1977-78 REPORT TO NIE:

HIGHLIGHTS OF INFLUENTIAL SURVEY/QUESTIONNAIRE STUDY

INFLUENTIAL SURVEY/QUESTIONNAIRE STUDY

School Resegregation: Residential & School Process

Introduction: Planning

The purpose of the Influential Survey study was to obtain information related to the assessment of the impact of school and city policies affecting the desegregation/resegregation process. As originally conceived, the major activity designated for this purpose was to be the construction, administration, analysis and interpretation of an interview instrument which would examine the effect of city and school policies on the desegregation process in Berkeley.

In order to obtain the above information, it was decided that there was a need to examine how the Desegregation Plan of 1968 had been influenced and implemented in the period between its inception and the present, particularly in terms of the perceptions of influential decision makers. It was planned that questions would be asked regarding their perceptions of policies and practices related to desegregation in an attempt to determine the feelings, attitudes and sense of process operating in the decision makers of the school district and city government of Berkeley.

During the planning phase, the following questions were identified as those which needed to be addressed during the conduct of this study; some questions would be addressed to both populations (school and city personnel) and others would be used specifically for one of the particular populations.

1. What is the level of knowledge regarding policies (school district or city) which may have an impact on school desegregation?
2. Are there any differences between responses of different categories of respondents; e.g., number of years of experience, race, and job category?
3. What is the level of implementation of these policies as perceived by school and city respondents? At the school (or department) level? At the district (or city) level?
4. If the level of implementation is low in certain goal areas what are the underlying reasons?
5. What are some practices within schools which may have an effect on school desegregation? Is the effect positive or negative?
6. What are some reasons for the racial imbalance in Continuation School?
7. What changes, if any, have there been in Berkeley population?
8. What is the effect of the "flight" of students/families from Berkeley? Is there a difference in the students who leave and the students who stay?
9. What do respondents feel is the future trend of integration efforts in Berkeley?

MAJOR FINDINGS

For convenience of the reader, the following is a list of the major findings. The reader is referred to the body of the report in Appendix I for a more detailed presentation. The following section summarizes the findings from items in the School Survey, the City Survey, and the combined School/City Survey.

A. SCHOOL SURVEY FINDINGS

Survey Question: *What is the level of knowledge regarding programs which may affect school desegregation?*

1. On the Knowledge Scale, the results from 70 respondents indicated that half of them felt that they had a "moderate" level of knowledge regarding school programs related to school desegregation. Only 12.9% of the sample felt they had a "high" level of knowledge, whereas 37.1% reported that they had "no" or "little" knowledge.
2. There was a highly significant relationship between the level of knowledge regarding the listed school programs and the number of years of experience; the respondents with more experience reported significantly greater knowledge than those with less experience.
3. On the basis of ethnicity, the group with the largest percentage in the "high" level of knowledge on listed school programs were the Black respondents (i.e., 55.6% of the respondents at the "high Level" were Black). More than half

of the Asian respondents reported a "moderate" level of knowledge and Chicano respondents indicated "little" knowledge.

4. On the basis of job category, the Board of Education respondents (n=2) indicated "little" knowledge of listed school programs, Central Administration respondents were scattered in their responses with 38.5% (n=5) reporting "little or no" knowledge and 61.6% (n=8) reporting "moderate or strong" knowledge. A majority of the Principals (73%, n=11) and Vice Principals (87.5%, n=7) indicated "moderate" knowledge of programs.
5. In terms of the relationship of the Curriculum subscale with years of experience, all groups tended to cluster in the "little" to "moderate" knowledge levels.
6. The comparison of the Curriculum subscale with ethnicity showed that 33% (n=4) of Asians, 22% (n=4) of Blacks and 6% (n=2) of Whites indicated a "high" level of knowledge. The largest number of respondents in all these groups indicated a "moderate" level of knowledge of the curriculum content area.
7. There was a significant relationship between the scores on the Evaluation subscale and years of experience; the respondents with more years of experience indicated greater knowledge of the assessment and evaluation items in the subscale.
8. In terms of ethnicity relating to the Evaluation subscale, 61% (n=11) of Black respondents indicated a "high" level of knowledge in this area. Most of the other minority groups

tended to cluster in the "moderate" level. The White respondents were spread out with 28 - 29% in each of the three categories of "little," "moderate" and "high" levels of knowledge.

9. There was a significant relationship ($p < .001$) between the Grouping Subscale and number of years of experience; those with more experience had greater knowledge of grouping.
10. In terms of ethnicity related to the Grouping Subscale, most of the groups indicated they have "moderate" knowledge levels, but Blacks tended toward a "high" level of knowledge. 83.0% (n=10) of Black respondents have "moderate" or "high" levels as compared to 63% (n=22) for Whites, 69% (n=9) for Asians in these same two levels.
11. The Special Programs subscale was strongly related to years of experience. For those with 5 years or less of experience more than 75% of the group indicated "little" knowledge whereas about half of those with 5 or more years indicated "moderate" knowledge, and 12% indicated "strong" knowledge.
12. The Special Program subscale was somewhat related to ethnicity with almost all the groups clustered at "moderate" levels. The exceptions were the 2 Chicano respondents, who indicated "no" or "little" knowledge.
13. The In-service Training subscale was related to years of experience, with none of the respondents with fewer than 5 years indicating "strong" knowledge as compared to 24-27% of those with more than 5 years who were in the "high" knowledge category.

14. The comparison of In-service Training subscale with ethnicity indicated that about half of the White group reported "moderate" knowledge of these items. Sizable groups of Asians (31%, n=4) and Blacks (39%, n=7) indicated "high" level of knowledge as compared to 11% (n=4) of the White group at this same level.

15. The Affirmative Action subscale showed little difference with number of years of experience. In terms of the relationship of the Affirmative Action subscale to ethnicity, more than 60% of the different ethnic groups reported a "high" level of knowledge. The exceptions were the 2 Chicano respondents who indicated "little" or "no" knowledge in this area.

Survey Question: *What is the level of implementation of these same programs, as perceived by respondents?*

1. The total sample responses on the implementation of the programs related to desegregation indicated that, in general, "little" or "no" implementation has taken place. However, there is an increase in percentages of respondents shifting from "no" to "little" implementation with an increase in years of experience.

2. The analyses by ethnicity confirm this above pattern. 100% (n=12) of the Asians see "little" implementation, the Chicanos see "no" implementation and all other groups indicated "no" or "little" implementation.

3. The analyses of the subscales indicated a more differentiated pattern with a high percentage of respondents at all

levels of experience indicating that they saw "little" or "moderate" implementation of subscales 1, 2, 3, 7, 4 (see earlier descriptions of subscales). This is somewhat better than the "little" or "no" responses on the total Implementation Scales reported in item 1 above.

4. On the In-service Training subscale, a high percentage of respondents with 1 - 5 years of experience saw "little" or "no" implementation whereas those with 5 - 15 years of experience indicated there was "little" to "moderate" implementation.
5. On the Affirmative Action subscale, a high percentage of respondents with 5 or less years of experience indicated "little" or "no" implementation. More than half of those with 5 - 10 years rated it as having "little" implementation. Respondents with 10 or more years were distributed among "none," "little" and "moderate."
6. In terms of ethnicity related to the subscales, all ethnic groups generally rated subscales 1, 2, 6, 4 as having "little" to "moderate" implementation.
7. On the Grouping subscales, Asians and Blacks indicated "little" to "moderate" implementation and Chicanos rates it as having "little" or "no" implementation. White respondents spread out across the levels, with a tendency to choose "little" implementation.
8. On the Affirmative Action subscale, the Asians rated it as having "moderate" or "high" implementation. All other groups used "no," "little" and "moderate" ratings, with an emphasis on "little" implementation.

9. The analyses comparing implementation at the district vs. school level showed a difference between groups with varying years of experience. Those with 10 - 15 years indicated a higher level of implementation at the district level than at the school level. In contrast, those with 1 year or less indicated the reverse.

10. The comparisons of Job Categories indicated that Central Administration tended to see more implementation at the district level, and the Principals indicated more implementation at the school level as compared to the district.

Survey Question: *What are some reasons which may be related to problems in implementing desegregation plans and programs?*

1. On the Implementation Problems scale, there was a U-shaped distribution of responses from respondents with varying years of experience. Both respondents with the fewest years of experience (0 - 5 years) and the most years of experience (10 or more years) showed "some disagreement" with the reasons presented. Those in the 5 - 10 years range indicated "some agreement" with the reasons given.

2. On the individual item analyses, a sizable number (10 or more) of respondents indicated strong agreement on the following items:
   a. "We lack an adequate budget to do the job."
   b. "We depend too much on outside experts."
   c. "The district's priorities in balancing the budget ignore maintaining the minority staff."

9. The analyses comparing implementation at the district vs. school level showed a difference between groups with varying years of experience. Those with 10 - 15 years indicated a higher level of implementation at the district level than at the school level. In contrast, those with 1 year or less indicated the reverse.

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2. On the individual item analyses, a sizable number (10 or more) of respondents indicated strong agreement on the following items:
   a. "We lack an adequate budget to do the job."
   b. "We depend too much on outside experts."
   c. "The district's priorities in balancing the budget ignore maintaining the minority staff."

g. "The State law on firing prevents affirmative staffing."

i. "There is a general decline of interest in desegregation in the community."

k. "There is a lack of accountability for desegregation efforts on the part of:
   (1) School Board
   (2) Cabinet
   (4) Teachers
   (5) Parents

m. "Some school staff have a laissez faire attitude and don't want to make the effort."

3. Item "i" which stated that desegregation was not being implemented because of a general decline of interest in desegregation in the community was further analyzed by job categories. The results showed a difference between Administration and Community Representatives. 69.3% (n=9) of the Central Administration respondents indicated "some" or "strong" agreement with this reason. Among Chairpersons of Committees and Community Organizations, 43.8% (n=7) indicated "some" agreement and 50% (n=8) indicated "some or strong" disagreement with this statement.

4. The item on the "lack of accountability for desegregation efforts" on the part of different groups of school staff was analyzed by job categories. On the lack of accountability on the part of the School Board, sizable numbers (more than 30%) of all groups, with the exception of respondents from the School Board, Vice Principals, and School Site Council, indicated "strong agreement" with this statement.

5. On the lack of accountability on the part of the Cabinet, a fair number (20% or more) of Off-site Administrators/ Chairpersons indicated "strong agreement" with this reason. Almost all the groups (exception: Presidents of Organizations), however, had sizable percentages (30% or more) who indicated "some" or "strong" agreement.
6. On the lack of accountability on the part of Principals, 33% of Community Chairpersons indicated "strong" agreement. With the exception of Principals and Presidents of Organizations, all other groups had sizable percentages (more than 35%) who indicated "some" or "strong" agreement.
7. On the lack of accountability on the part of Teachers, a fair percentage (20% or more) of Central Administration, Off-site Administrators and Community Chairpersons indicated "strong" agreement. Large percentages (50% or more) of the School Board, Vice Prinicpals, and Other Administrators indicated "some" agreement with this reason.
8. On the lack of accountability on the part of parents, a fair percentage (25% or more) of Central Administrators and Off-site Administrators indicated "strong" agreement. With the exception of Community Chairpersons, Presidents of Organizations and School Site Council, sizable numbers (30% or more) of all other groups indicated "some" agreement with this statement.

Survey Question: *What is the impact of school practices on the desegregation effort?*

1. The study of the relationship of the School Practices scale with ethnicity showed that all ethnic groups had sizable

percentages (more than 35%) of respondents who indicated that school practices "strongly encourage" segregation. More than 50% of all groups indicated that practices "strongly or somewhat" encourage segregation.

2. When the effect of school practices is viewed by respondents with varying years of experience, a sizable group (more than 35%) of all groups (with one exception) indicated that practices "somewhat" encourage segregation. The exception was the 5 - 10 year group in which almost 65% indicated that there was "no effect" from practices.

Survey Question: *What are some reasons for the relatively high percentage of Black students at the Continuation School?*

1. There was a poor rate of responses on this question. The sample size ranged from 44 - 56 on the 6 items out of a total sample of 70. The pattern of low response rate was shown by all ethnic groups.
2. On the item that Continuation School "is good for Black kids because it keeps them in school," 42% of the White respondents indicated "some" agreement. A large percentage (more than 40%) of Asians and Blacks "strongly" disagreed with this reason.
3. On the item describing the school as "a prison where rehabilitation is supposed to happen, but doesn't," none of the Whites strongly agreed with this statement. A fair percentage of the other groups (20% or more) indicated strong agreement with the statement.

4. On the item that "referrals have been very discriminatory against Black kids," a high proportion (66%) of the Black respondents indicated "some or strong" agreement with the statement. A similar percentage (66.7%) of White respondents indicated the opposite responses with "some or strong" disagreement. Asian respondents were split in their reactions.
5. The results on the subscale of negative items showed that about two-thirds of the survey sample "somewhat or strongly" agreed that Continuation School is a prejudicial situation.
6. The Survey Sample results on the positive subscale of items showed mixed results with 38.6% indicating "some or strong" agreement that there are positive reasons for sending students to Continuation School and 48.6% indicating "some or strong" disagreement.
7. There was a fairly strong relationship between years of experience and the ability to agree with "positive reasons" and to disagree with "negative reasons." That is, the respondents with more years of experience tended to agree with the positive reasons and to disagree with the negative reasons. The respondents with 5 or fewer years tended to cluster in the opposite direction.

B. CITY SURVEY FINDINGS

Survey Question: *What is the level of knowledge regarding city programs which may affect school desegregation?*

1. More than 60% of the total sample indicated a "moderate" level of knowledge of the programs listed and 20.8% indicated "little" familiarity.

2. In terms of knowledge of programs as related to ethnicity, a high proportion of respondents in all ethnic groups in the study (Asian, Black, and White) reported a "moderate" level of knowledge.
3. The study of the relationship between level of knowledge and job categories showed that the respondents on the City Council indicated "strong familiarity." Most of the City Manager's office and other City Personnel indicated a "moderate" level of knowledge. The Chairpersons group varied widely from little familiarity (n=3) and moderate familiarity (n=2) to strong familiarity (n=1).

Survey Question: *What is the perceived level of implementation of the same city programs?*

1. Respondents at all levels of experience tended to see "moderate" implementation occurring. There was some divergence in persons with less experience, but as the experience level rose, there was increasing agreement. Thus, those with 10 or more years unanimously indicated "moderate" implementation.
2. In terms of the relationship of ethnicity to implementation, 50% or more of all three groups involved indicated that the implementation level is "moderate." In the Black and White groups, there was one person who indicated that there is "no" implementation.
3. The relationship of job categories to implementation showed a difference between City and Community representatives. A high proportion (more than 75%) of the former group

indicated that there was a "moderate or strong" level of implementation. In contrast two-thirds of the Chairpersons felt there is "little or no" implementation of city programs related to desegregation efforts.

4. There was a significant relationship between the knowledge and implementation scales. Respondents with "little" knowledge of the city programs reported "no or little" implementation. The respondents with "moderate or strong" levels of knowledge clustered their responses in the "moderate or strong" implementation ratings.

Survey Question: *What are some reasons affecting the implementation of city programs related to school desegregation?*

1. On the item regarding the "lack of an adequate budget," 22 out of the total sample of 24 did not respond.
2. The responses on the "lack of commitment in city government" were evenly divided between those who agreed to those who disagreed.
3. The item stating that "there is a lack of meaningful dialogue" elicited strong disagreement from more than half the respondents.
4. Almost half of the group (n=11) indicated that, "department heads use ways to drag out acting on these projects."
5. The item stating that federal legislation is in conflict with local "policies" elicited 12 answers of "don't know."
6. Two-thirds of the respondents (n=16) indicated some agreement with the view that "We have no responsibility for the implementation of desegregation in the schools."

Survey Question: *What is the effect of practices in the city government which may be related to school desegregation?*

1. The study of the relationship of the Practice scale to the knowledge scale indicated that high percentages (more than 45%) of respondents at all levels of knowledge reported that city practices somewhat encourage segregation.
2. In terms of job categories as related to city practices, a large proportion of the respondents in all categories (more than 55%) indicated that such practices somewhat encourage segregation.
3. The relationship of city practices to school desegregation was seen by all three ethnic groups as "somewhat" or "strongly" encouraging desegregation, with each group showing different proportions. These two ratings were selected by all of the Blacks, two-thirds of the Whites and half of the Asians. There were 3 Whites and 1 Asian who indicated "no effect."

Survey Question: *What are some changes in the population of Berkeley as indicated by differences in the use of city services?*

1. Half of the respondents on the Population Change scale indicated that they feel that there has been a moderate or large increase in the use of city services by low-income groups.
2. In terms of the relationship of the Population Change scale with years of experience, there appears to be a difference in viewpoint in different experience groups. The respondents

with 1 year or less said either "don't know" or see "no change." Those at 5 - 10 years cluster between "moderate and large" increase. Among those with 10 or more years, there were 3 respondents who indicated a "large increase" and 2 respondents who indicated a "large decrease."

3. The use of city services as viewed by different ethnic groups showed that 31% of the Whites indicated that there has been a large increase. In contrast, 75% of the Asians and 50% of the Blacks indicated that there has been a moderate increase in the use of city services by low-income groups.
4. The use of city services by different ethnic groups was viewed by respondents with varying years of experience. The results were as follows:
   a. Usage by Blacks: There was a strong relationship between level of experience and perception of Black usage. Those with 1 - 5 years of experience tended to indicate "moderate increase" whereas those with 5 - 15 years of experience tended to report a "large increase" in Black usage of services.
   b. Usage by Other Minorities: There was a mixed response to these items. Those with 1 - 10 years felt this was a "moderate increase." Those at 10 - 15 years stated "don't know" or "large increase." Those with 15 years or more ranged across the scale.
   c. Usage by Whites: There was a fairly linear relationship between years of experience and the opinion of increased

usage by Whites, starting with those at 1 - 5 years ("moderate" increase) generally going up the scale to respondents with 15 or more years ("large increase").

5. The use of city services by different ethnic groups was also viewed by respondents in these same groups. The results were as follows:
   a. Usage by Blacks: The largest groups of White and Asian respondents indicated that there has been a "large increase" in services to Blacks. The largest group of Black respondents reported a "moderate increase."
   b. Usage by Other Minorities: The largest number of all groups of respondents indicated a "moderate" increase.
   c. Usage by Whites: The largest group of Asian respondents reported a "moderate" increase. The Black respondents ranged across the scale. The largest group of White respondents felt there has been a "large increase" in usage of city services by low-income Whites.

C. COMBINED SCHOOL/CITY SURVEY FINDINGS

Survey Question: *What are some reasons for the movement of students leaving district schools?*

1. A sizable proportion of the respondents indicated that exiting families "sometimes" (49.5%, n=45) or "infrequently" (38.5%, n=5) say there is less violence in other schools and communities.

2. A substantial number of respondents indicated that families leaving Berkeley "sometimes" (50%, n=45) or "frequently" (31.1%, n=28) say that schools in other areas have higher academic standards.
3. A fairly high proportion of respondents reported that exiting families "sometimes" (52.7%, n=48) say that there is less racial tension in other school districts. A sizable number of Asians (18.8%, n=3) and Blacks (27.3%, n=6) say that this reason is "never" given, but fewer Whites (8.2%, n=4) concur with this view.
4. More than half of the respondents (52.2%, n=47) indicated that exiting families "sometimes" say that students in other school districts have higher achievement levels.
5. A sizable number of all respondents (41.8%, n=38) indicated that exiting families "sometimes" say that other schools and communities are cleaner and better maintained. 36.7% (n=18) of White respondents indicated that this reason is "frequently" given, but 40.9% (n=9) of Black respondents indicated this reason is "never" given.
6. More than 40% of the respondents reported that families leaving Berkeley said either "sometimes" or "frequently" that other schools and communities don't have as many discipline problems.
7. A high proportion of respondents (54.4%, n=49) reported that families leaving Berkeley "sometimes" say that the quality of instruction is better in other school districts.

8. A sizable proportion of respondents (48.9%, n=44) indicated that "sometimes" exiting families say that there is less emphasis on desegregation in other school districts. However, about a third of the total group feel that this reason is "never" used.
9. A good proportion of respondents (39.3%, n=35) "never" or "sometimes" (44.9%, n=40) say that other districts are more stable and have fewer teacher strikes.
10. A high proportion of respondents reported that families leaving Berkeley "sometimes" (58%, n=51) or "frequently" (27.3%, n=24) say that they leave for reasons not related to district schools.

The major findings on transfers to private and parochial schools within the district were as follows:

1. A substantial percentage of all respondents indicated that people who transfer to non-public schools "sometimes" (44%, n=40) or "frequently" (39.6%, n=36) say that children are safer in such schools.
2. A sizable percentage of all respondents reported that transfers to non-public schools "sometimes" (45.1%, n=41) or "frequently" state that such schools have higher academic standards than district schools. There were also 20.9% (n=19) who indicated that this reason was "almost always" given.
3. A substantial group of respondents indicated that the change to a non-public school is "sometimes" (44.4%, n=40) based

on the reason that "there are more children of our own kind." A fairly large group (33.3%, n=30) comprised of Asians, Blacks and Whites felt that this reason was never used.

4. A sizable percentage of respondents reported that "sometimes" (45.1%, n=41) families transferring to non-public schools say that "children in these schools score higher on tests." However, a sizable group (27.7%, n=25) also indicated that this reason was never given.
5. More than 70% of the Asian and White groups indicated that families transferring to non-public schools either "sometimes" or "frequently" say these schools are cleaner and better taken care of. On the other hand more than 80% of the Blacks indicated that this reason is used "never" or "sometimes."
6. The largest group of Blacks (45.5%, n=10) indicated that "sometimes" families transfer to non-public schools because there are fewer disciplinary problems. More than half of the respondents in all other groups felt that this reason was "frequently" given.
7. A substantial number of all respondents indicated that families transfer to non-public schools "sometimes" (36.7%, n=33) or "frequently" (33.3%, n=30) say that children "get more individualized attention in such schools."
8. One-half or more of the Asian, Chicano and Other Minority respondents indicated that families "frequently" transfer to non-public schools because "these schools provide more

structure." 40.9% of Blacks indicated that this reason was "almost always" given. Most of the Whites split their choices between "sometime" and "frequently."

9. A large percentage of respondents (45.1%, n=41) reported that families "sometimes" send children to non-public schools because of smaller classes. Another large group (29.1%, n=27) felt that this reason is given "frequently".
10. A high percentage (59.1%, n=52) of respondents indicated that "sometimes" families send children to non-public schools for reasons unrelated to district schools. A sizable group (28.4%, n=25) disagree and they indicate that this reason is never used; i.e., almost always the reason is related to district schools.

Survey Question: *What (if any) are some differences between students/families who leave and those who stay?*

1. For each item, the Other Minority (n=2) never indicated that those who left were "higher" in any way. Their responses are not included in the following comments.
2. A high percentage of respondents (65.3%, n=47) indicated that Black families who leave district schools have higher economic status than those who stay.
3. A high percentage (63.2%, n=48) indicated a higher economic status for White families who leave as compared to those who stay.
4. The economic status of other minorities who leave was seen to be higher than those who stay by a large group of respondents (62%, n=44).

5. In terms of achievement levels of Black children, sizable percentages of respondents reported that those who leave are "higher" (46.9%, n=30) or the "same" (42.2%, n=27).
6. A sizable percentage of respondents reported that the achievement level of White children who leave vs. those who stay is "the same" (57.8%. n=37) or "higher" (40.6%. m=26).
7. The achievement level of other minority children who leave vs. those who stay was perceived by a large group of respondents as the same (55.2%, n=32) or "higher" (37.2%, n=22).

Survey Question: *What is the perceived general direction of Berkeley's school desegregation program during the next ten years? What are some reasons for this direction?*

1. The general direction in the future was perceived by respondents in these ways:
    a. Toward resegregation = 37.9% (n=33)
    b. Toward integration = 27.6% (n=24)
    c. No change = 34.5% (n=30)
2. The comparison of general direction choices and number of years of experience shows that with increasing experience, there is a shift from integration to resegregation. Respondents with 1 - 5 years showed a 3:5 ratio in favor of integration whereas those with 15 years or more showed 11:3 ratio in favor of resegregation.
3. In terms of the relationship between ethnicity and choice of direction, Asians (61.5%, n=8) and Chicanos (100%, n=2)

tend to see no change. Blacks tend to see segregation (55%, n=11) and Other Minorities agree (100%, n=2). The Whites tend to distribute evenly with about one-third of their group in each of the 3 directions.

4. The relationship of Job Categories with perceived Direction indicated that resegregation was indicated by large groups (50 or more %) of Off-site Administrators and City Council, Other On-site Administrators, Committee Chairpersons, Presidents of Organizations (n=1), and School Site Council members. More than 40% of the remaining groups (e.g., Central Administrators, Principals, Vice Principals, etc.) all saw "no change."
5. The findings on the major reasons for the direction toward resegregation may be summarized by saying that negative Administrative Practices and negative Economic Trends were seen as major problems resulting in a long-term movement toward resegregation.
6. Other reasons given for a trend toward resegregation were negative Testing and Teaching Practices, negative Community and Parent Attitudes and Support; and Social Factors that are beyond the control of the school.
7. Respondents indicating "no change" over the next 10 years tended to emphasize negative Administrative Practices and Testing and Teaching practices as retardants to desegregation.
8. Respondents indicating "integration" over the next 10 years reported that positive Community and Parent Attitudes and Support and positive Teaching and Testing were the most

important factors in aiding the long-term move toward integration.

9. The analysis of Reasons for resegregation by ethnicity showed that Asian, Chicano and Other Minority respondents emphasized Economic Trends and External Social Factors beyond the control of the school and felt that there was positive community and parent support. Blacks cited negative community and parent support as primary reasons for resegregation. Whites cites negative District Administrative Practices as the primary reasons. Blacks and Other Minorities also cited this as a fairly important reason.

10. In looking at reasons for "no change," all groups emphasized negative Testing and Teaching Practices and negative Administrative Practices as reasons for predicting no change in desegregation.

11. In terms of long-term trends toward integration, Asian, Chicano, and Other Minority cited Student Experiences due to current desegregation practices as being an important reason for long-term integration. Other groups predicted integration in spite of negative factors: Blacks and Whites indicated negative community and parent support is a problem; Whites also cited Economic Trends as an obstacle to integration.

Survey Question: *What are some recommendations for action to further the goals of school desegregation?*

This question was studied by asking respondents to list 3 recommendations in order of priority. Many respondents did not give all three answers; e.g., only 51 responses were given for the third recommendation. The results were as follows:

1. The strongest trend throughout all three recommendations focused on the areas of Instructional Practices (n=58), Administration (n=39) and Personnel Practices (n=26). Other areas also recommended for future study were in Parent/Community education (n=15), Staff (n=14), and Housing (n=14).
2. The analysis of recommendations by number of years of experience showed a marked difference in both quantitative and qualitative terms. The more experienced gave many more recommendations (embedded in the three items requested). They also gave much more emphasis on the importance of Instructional Practices and other areas including Personnel Practices, Staff, District Planning and Parent/Community involvement.
3. The analysis of Recommendations by ethnicity showed a similar pattern. The highest priority of Asians, Blacks, Chicano and Whites was in the area of Instructional Practices. The second highest priority for Asians, Blacks and Whites was in Administration. The Other Minority sample indicated Personnel Practices as first and Instructional Practices as second in priority.

APPENDIX C

1978-79 SCOPE OF WORK: EXCERPT FROM 1977-78 REPORT TO NIE

* NEED STATEMENT (1)

ACTIVITIES	PARTICIPANTS	TARGET DATE(S)
1. Provide the 2 x 2 Committee, the Superintendent and his Cabinet, with an analysis of the 1977-78 Final report and solicit their recommendations.	Superintendent & Cabinet 2 x 2 Committee Members ESAA personnel Attendance & Human Relations	October, 1978
2. Administer the initial feedback instrument for evaluation of the process to determine the effectiveness of the session.	Same	October, 1978
3. Obtain the personnel recommended by the committee. to serve as the liaison for the two agencies and incorporate recommendations for departmental and community contacts.	NIE Staff	October/November 1978
4. Through the use of desegregation experts, provide analysis sessions for those persons identified by the 2 x 2 Committee, and the Superintendent and his Cabinet.	Principals Designees per activity	November/December 1978

* See Scope of Work for each Need, Goal, and Objective

* NEED STATEMENT (2)

ACTIVITIES	PARTICIPANTS	TARGET DATE(S)
1. Plan conferences/workshops based on need area and recommendations of the 2 x 2 Committee or alternate collaborative group.	NIE Staff	November 1978
2. Develop brochures for training program.	NIE Staff	October/November 1978
3. Identify and obtain consultants/experts for training program.	NIE Staff	October 1978
4. Present State of California desegregation plan, and recommended LEA processes.	State Department, Intergroup Office, Supt. and Cabinet	January 1979
5. Administer/compile feedback sheets.	NIE Staff Session participants	January 1979

* See Scope of Work for each Need, Goal, and Objective

* NEED STATEMENT (3)

ACTIVITIES	PARTICIPANTS	TARGET DATE(S)
1. Identify/obtain consultants/experts on desegregation monitoring systems, including data processing information	NIE Staff	October 1978 - February 1979
2. Through the 2 x 2 Committee, and/or designated liaisons, identify BUSD/City departments for dissemination workshops.	NIE Staff/Committee and/or liaison	October 1978 - February 1979
3. Implement dissemination/training workshops for BUSD/City participants.	Staff representatives of departments identified.	February 1979
4. Administer feedback instrument for evaluation	NIE Staff	February 1979

* See Scope of Work for each Need, Goal, and Objective

* NEED STATEMENT (4)

ACTIVITIES	PARTICIPANTS	TARGET DATE(S)
1. Obtain/develop data processing procedures, techniques through the use of specialist/consultants.	NIE Staff/Consultants	October 1978 - March 1979
2. Revise and modify the CDCD model based upon information received from workshops, desegregation experts, and ongoing literature review.	2 x 2 Committee, city/school district Liaison persons Superintendent and Cabinet	April 1979
3. Arrange quarterly presentation/feedback with 2 x 2 Committee.	NIE Staff/Committee/Liaison persons	January, May, August, 1979
4. Assist in development of feedback instruments for city/district/community, as identified by 2 x 2 Committee, for periodic evaluation efforts.	NIE Staff	May 1979
5. Disseminate feedback/results of the training model to 2 x 2 Committee members, and/or alternate collaborative group, Superintendent, and Cabinet, principals, community representatives.	NIE Staff/Consultants	June 1979

* See Scope of Work for each Need, Goal, and Objective

* NEED STATEMENT (5)

ACTIVITIES	PARTICIPANTS	TARGET DATE(S)
1. Share the 1977-78 Final Report with Oakland and San Francisco school administrators.	NIE Staff	October 1978
2. Invite their participation/designation of participants in the CDCD training program.	NIE Staff/Designees	Ongoing
3. Disseminate feedback/results of the training model via designees.	NIE Staff/Designees	June 1979

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* See Scope of Work for each Need, Goal, and Objective

* NEED STATEMENT (6)

ACTIVITIES	PARTICIPANTS	TARGET DATE(S)
1. Identify consultant for editing, analyzing new data input and revising 1977-78 report.	NIE Staff BUSD/City officials and policy makers Community representatives NIE Edit. Consultant	May, 1979
2. Design and implement feedback sessions to receive input.	NIE Staff BUSD Superintendent and Board	November 1978 - May, 1979
3. Present edited document to BUSD/City officials, policy makers, and community for review and recommendation for resolution of resegregation trends.	NIE Staff BUSD Board BUSD Staff 2 x 2 Committee San Francisco representatives Oakland USD representatives	June 30, 1979

* See Scope of Work for each Need, Goal, and Objective

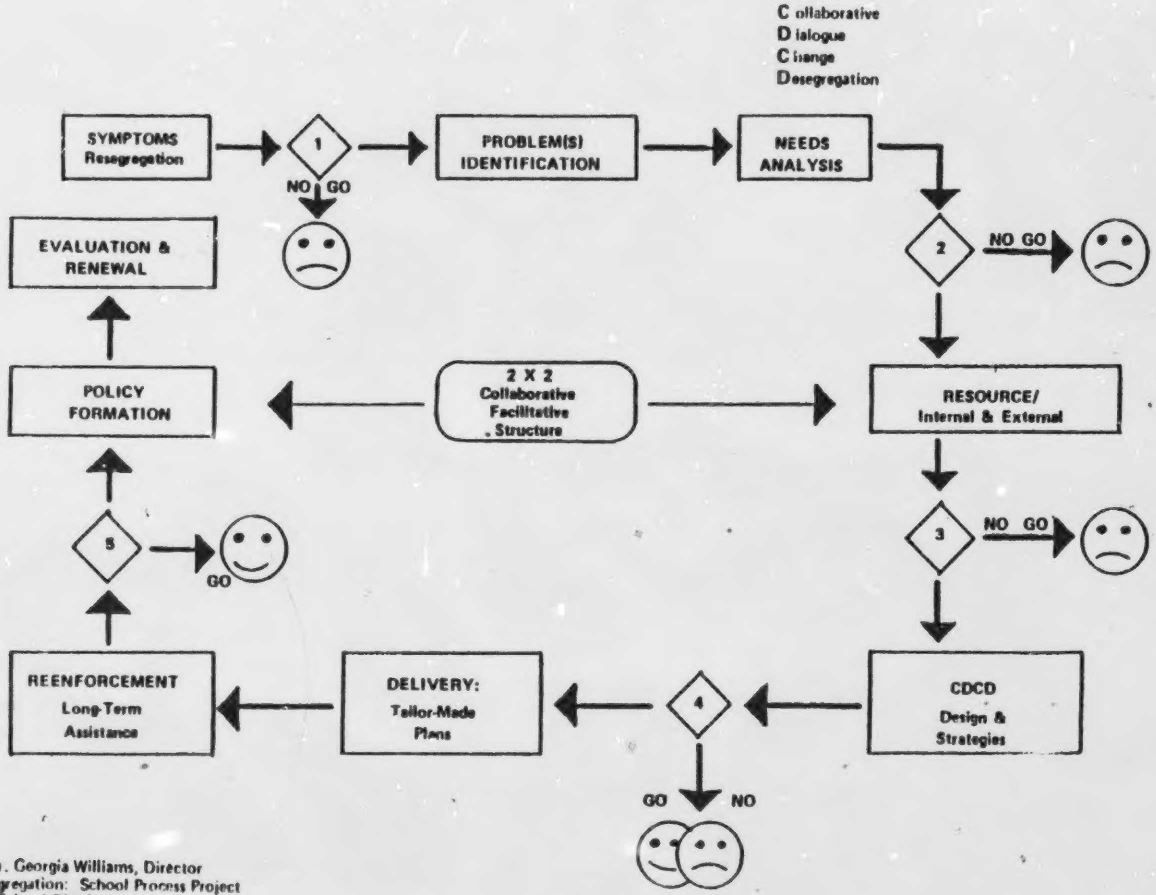
APPENDIX D

EXCERPT FROM CHAPTER 5, 1977-78 REPORT TO NIE:

Collaborative Dialogue for Change in Desegregation - A Framework Chart

COLLABORATIVE DIALOGUE FOR CHANGE IN DESEGREGATION

Desegregation Trail: Overview


Collaborative
Dialogue
Change
Desegregation
SYMPTOMS
Resegregation
1
NO GO
PROBLEM(S) IDENTIFICATION
NEEDS ANALYSIS
2
NO GO
EVALUATION & RENEWAL
POLICY FORMATION
2 X 2
Collaborative
Facilitative
Structure
RESOURCE/
Internal & External
3
NO GO
5
GO
REENFORCEMENT
Long-Term
Assistance
DELIVERY:
Tailor-Made
Plans
4
GO NO
CDCD
Design &
Strategies

Developed by: Dr. Georgia Williams, Director
NIE–School Resegregation: School Process Project
Berkeley Unified School District

July 1978

APPENDIX E

PROGRAMMATIC REPORT, SEPTEMBER, 1978 TO NOVEMBER, 1978

Excerpt from Quarterly Report to NIE, December, 1978

PROGRAMMATIC REPORT

September, 1978, through November, 1978

INTRODUCTION

This is the first quarterly report of the third year study of School Resegregation: Residential and School Process Study in the Berkeley Unified School District (BUSD), Berkeley, California. The materials presented in this report cover activities and preliminary findings for the period of September, 1978, to November, 1978. It is not a final report, but a progress report, providing an objective description and evaluation of project activities undertaken by participants in the NIE Project. This first quarter of the third year study focused on the review and evaluation of data compiled during the 1977-78 study year; refinement and redefinition of project goals; organization of the third year scope of work; and the initiation of the Collaborative Dialogue for Change in Desegregation (CDCD).

The goals for the final project year are: (1) to disseminate research information related to desegregation/resegregation in Berkeley which will enable community, city, and district decision makers to use a Collaborative Model as a strategy for change; (2) to enhance the ongoing communication between city and district officials; (3) to design resources and techniques to strengthen team building and collaborative planning; and to assist Berkeley Unified School District in developing an efficiently coordinated system for collecting and utilizing data pertinent to the desegregation plan. (4) to assess the effectiveness of Berkeley's Collaborative Training Model and other models, as a long-range planning approach for monitoring desegregation; (5) to disseminate and share the experiences of the Berkeley Unified School District with Oakland and San Francisco school districts in addressing the concerns of resegregation, thereby receiving and giving feedback with a focus on improving the desegregation efforts in all three districts; and exploring the replicability of the CDCD Model; and (6) to provide new and revised data based upon input from the BUSD/City decision and policy makers, parents, and other community representatives which will be reported in the Final Report.

Activities Undertaken During the First Quarter

The first quarter activities were designed to accomplish the goals and objectives outlined in the 1978-79 Scope of Work. (See Apppendix A) The quarter's report summarizes the collaboration sessions, including the level of participation and the effectiveness of the activities in relationship to NIE Project goals and objectives.

Collaboration Session I: (Superintendent and Cabinet Members)

On September 21, 1978, the NIE staff held a meeting with the Superintendent and Cabinet Members to review and analyze the information presented in the 1977-78 Final Report. As a result of the work sessions, certain errors in research were identified and corrected. More specifically, the data presented on pages 36, 55, and 57 were revised. (See Appendix B - Excerpts of 1977-78 Final Report - pages 36, 55, and 57) Also an abstract was developed (including back-up racial census data) replacing the Executive Summary. (See Appendix C - Project Abstract)

Collaboration Session I served as a vehicle to accomplish objective 1 outlined in the 1978-79 Scope of Work. Although no formal evaluation was made, it is clear from the input from the Superintendent and Cabinet Members that this group has a better understanding of the desegregation/resegregation process. This session also set the stage for the Superintendent's ongoing collaboration with the Cabinet on strategies to combat the resegregation trends.

Collaboration Session II: (Board of Education)

On October 18, 1978, the Board of Education, NIE staff, and the Berkeley community summarized the information in the 1977-78 Final Report. The Board of Education and NIE staff agreed that the report would be used a a working document in the development of the final three year study report. (See Appendix D - Board agenda and two Berkeley Independent and Gazette news releases)

No formal evaluation has been made to determine the effectiveness of this session in accomplishing Objective 1 in the Scope of Work. Collaboration will continue with Board members since one Board member has disagreed with some of the data reported on resegregation trends in the 1977-78 report. Four Board members have indicated a basic acceptance of the 1977-78 findings and four members have agreed that the collaborative sessions with the City of Berkeley should continue as a basis for collaboration on the desegregation process.

Collaboration Session III: (2 x 2 Committee)

On October 24, 1978, the Director of the NIE Project, Dr. Georgia Williams, met with members of the 2 x 2 Committee to review research findings from the 1977-78 final report and to discuss the activities for the 1978-79 project period. (See Appendix E -- 2 x 2 Committee Agenda) The 2 x 2 Committee is in its second year of operation and grew out of a need to establish a cooperative linkage between the city and school district for policy review and decision making which affect both the city and the school district. It is represented by two Berkeley city council members, the City Manager, two school board members, and the Superintendent of Schools.

The Director discussed the intent of the 1978-79 activities: (1) to solidify the 2 x 2 Committee or an alternative structure to collaborate on the desegregation process in the BUSD and (2) to come up with joint policies and decisions regarding those factors which may be contributing to the resegregation trends. Some board members indicated a preference for an alternative group to do this, possibly with their recommending members to a desegregation committee which would report back to the 2 x 2 group regarding issues relevant to both groups. It was suggested that a recommendation by NIE staff be sent to the group regarding this. The Director also reviewed the analysis meeting scheduled for October 30, and explained that the intent of this meeting was to provide an analysis of the 1977-78 report and to review the Scope of Work for the 1978-79 school year.

This session was primarily directed toward the accomplishment of Objective 2 (...2 x 2 Committee) in the Scope of Work. (See Appendix A) Since one board member and the two city council members indicated that the 2 x 2 Committee is not a viable structure for the collaborative process, this objective will not be fully met until a final decision is reached. Meanwhile the NIE staff will continue efforts to encourage the 2 x 2 Committee to serve as the nucleus for the collaborative process or to establish an alternative structure, i.e., appointment of a committee by 2 x 2 members.

Collaborative Session IV: Desegregation/Resegregation Joint Dissemination Conference

Session IV represents the first joint collaborative session held during this project period with representatives from the 2 x 2 Committee; the City of Berkeley; Berkeley, Oakland, and San Francisco Unified School Districts who met to initiate a cooperative effort in desegregation planning and implementation. The mini-conference held on October 30, 1978, was the first in a series of joint collaboration sessions sponsored by the BUSD's NIE Project. The conference was designed (primarily for the "influential" group who were administered the "influential interview survey" during the 1977-78 project year) to accomplish three major project objectives. The objectives are: (1) to increase the city and district decision makers general understanding and knowledge of the BUSD desegregation/resegregation process through formal presentation of the major findings of the 1977-78 NIE Final Report; (2) to provide a collaborative model which will be effective in maintaining the process of desegregation activities in BUSD; and (3) to develop the interest of Oakland and San Francisco Unified School Districts in cooperating with Berkeley city and school officials in implementing effective desegregation plans.

The session was conducted by Dr. Georgia Williams, Director of Project Planning and development, and the NIE study project. Dr. Williams and staff provided the group with an overview and analysis of the research information presented in the 1977-78 Final Report. (See Appendix 3 - Agenda)

The two-year study of school resegregation in Berkeley, sponsored by the National Institute of Education (NIE), was provided to the representatives to serve as the foundation upon which Bay Area school and city administrators can improve their desegregation program. It was stressed that the BUSD study provides a comprehensive data base--a working tool--from which information can be drawn to support planning recommendations and implementation.

Dr. Laval Wilson, Berkeley Superintendent of Schools, explained that on the basis of various criteria, Berkeley desegregation has proven to be a success. For instance, there has been no "White flight" from Berkeley, achievement scores of minority students have improved and though statistics cannot substantiate this, progress in multicultural social activity has been observed.

The overall trend, however, showed that the schools were resegregating. Influenced by changing socio-economic conditions, the district has lost students from Black middle class families while gaining those in White middle class and Black lower middle class families. In response to this, the superintendent indicated that rezoning of the district would be studied. (See Appendix G)

Summary of Feedback Forms for Session IV

A feedback instrument was developed by NIE staff for Session IV and V for evaluation of the collaborative processes to determine their effectivesness. (See Appendix H - Feedback Forms) At the conclusion of Session IV, feedback forms were made available to all participants. There were a total of fourteen participants responding to the five items on the feedback form during the first joint session, held on October 30. The results are as follows:

Item 1. This analysis session clarified the major findings of the Desegregation/Resegregation study.

Comments:

In response to Item 1, less than half (43%, N=6) of the respondents indicated that the findings had been clarified "a great deal," while half (50%, N=7) of the respondents indicated "somewhat." There was only one respondent indicating "not at all" in response to this item.

Item 2: One finding in the report indicated that city officials have no responsibility for the problems of desegregation in schools.

Commments:

More than half (64%, N=9) of the respondents indicated that they "strongly disagree" with Item 2. There were only a small number (36%, N=5) of the respondents who indicated "strongly agree" or "agree" with this item.

Item 3. Please check the three (3) areas which should be given first priority for follow-up activities. Indicate areas you believe your department may be able to impact.

Thirteen "recommended need areas" came forth in the 1977-78 report. These areas, plus a space for "other," were listed for respondents to select the three areas which they felt 1) should be given first priority for follow-up, and 2) which areas their department or position may be able to impact. The results are indicated in the following tables:

TABLE 1

Priority Areas:	Number of Responses
1. Level of Knowledge	4
2. Level of implementation	1
3. School practices	6
4. Continuation school	1
5. Changes in school population	4
6. Housing and residential patterns	3
7. Employment	2
8. Ethnic proportions of staff	4
9. Student ethnic mix in school	5
10. Student achievement	4
11. Data collection and reporting	7
12. Aging teaching staff	1
13. Inter-ethnic relations	3
14. Other	0

#Respondents - 13

The table indicates that the top three "priority areas" warranting follow-up were "data collection" and "reporting procedures," "school practices" and "student ethnic mix in school." Low areas were "level of implementation," "continuation school" and "aging teaching staff." Review of the data from this item reveal that no two respondents chose the same three items, and most respondents did not prioritize the choices.

TABLE 2

Areas Which May Be Impacted by the Department or Positions of Respondents

Collaboration Session IV

Priority Areas:	Number of Responses
1. Level of Knowledge	3
2. Level of implementation	2
3. School practices	2
4. Continuation school	1
5. Changes in school population	1
6. Housing and residential patterns	1
7. Employment	1
8. Ethnic proportions of BUSD staff	2
9. Student ethnic mix in school	1
10. Student achievement	1
11. Data collection and reporting	3
12. Aging teaching staff	0
13. Inter-ethnic relations	1
14. Other	0

# Respondents - 6

As illustrated in Table 2 the respondents of this session indicated that they could have most impact upon "level of knowledge" and "data collection and reporting." The low level of response to this second part of Item 3 needs further review.

Item 4. The 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

Comments:

A substantial number (79%, N=11) of the respondents indicated that they "strongly agree" or "agree" with item four. There was disagreement from only two (14%, N=2) respondents and only one (7%, N=1) nonresponse.

Item 5. Can you suggest an alternative collaborative structure in the desegregation process.

Comments:

There were only six (6) out of the total sample of 14 responding to Item 5. The respondents suggestions were: "school board and city council;" "go directly to the community;" "respresentatives of community groups for input;" "representatives appointed by Board, City Manager, Superintendent, and City Council." It is interesting to note that the above suggestions for an alternative collaborative structure included school board and city council, which is the present 2 x 2 Committee structure.

An assessment of the effectiveness of this session in relationship to project objectives is outlined in Table A, which follows.

EFFECTIVENESS OF COLLABORATION SESSION IV
IN RELATIONSHIP TO PROJECT OBJECTIVES:

TABLE A

Objectives	Evidence in Progress in Achieving Objectives
1. To increase the city and district decision makers general understanding and knowledge of the BUSD desegregation/resegregation process through formal presentation of the major findings fo the 1977-78 NIE Final Report	(yes) A sizeable proportion of respondents indicated that the findings had been clarified. There is, however, a need for follow-up dissemination activities
2. To provide a collaborative model which will be effective in maintaining the process of desegregation activities in BUSD	(yes) 64% of the Respondents indicated that city officials are responsible for the problems of desegregation schools and that the 2 x 2 Committee should serve as the collaborative structure in the desegregation process.
3. To develop the interest of Oakland and San Francisco Unified School Districts in cooperating with Berkeley City and school officials in implementing effective desegregation plans.	(yes) Representatives of the offices of Superintendent from Oakland and San Francisco attended the BUSD's Desegregation conference.

Collaboration Session V: Desegregation/Resegregation Dissemination Conference

This session, held on November 13, 1978, was primarily designed to disseminate the findings of the 1977-78 report to BUSD principals and program administrators and to solicit their recommendations.

Dr. Georgia Williams, Director of NIE, and staff provided the group with an overview and analysis of the research information presented in the 1977-78 Final Report. Attorney Aubrey McCutcheon, nationally known desegregation consultant, address the topic: "Implications of Resegregation/Role of Site Administrators."

Attorney McCutcheon emphasized that what is happening in Berkeley through the dissemination of the report, and the dialogues, is really uncommon. "Introspection is something most districts do not do, particularly if they have been having some problems. They don't want to know that they're not perfect."

As an expert in desegregation law and litigation, McCutcheon stressed that he is "always for the children" whether he is arguing for the plaintiff or the defendent. He noted that the study of the Berkeley schools, which has been supported by the district's administration, is an example of the "good faith" courts are currently assessing in determining district responsibilities.

"Don't get in the position that, now having this knowledge, you don't try to do something about it," he added.

Decisions by site administrators, McCutcheon said, should be prefaced with the question, "Does my contemplated action have the potential for enhancing desegregation?" Many actions, he noted, "indeed have potential for fostering segregation."

Achievement disparities for Black and Chicano children, as compared to White and Asian children, was also an area of major concern for the administrators. Superintendent Laval Wilson provided a perspective relative to the low achievement scores of minority students, stressing the skewed socioeconomic factors which seem to be unique to Berkeley. (Berkeley is in the upper percentile in the state of low income parents as well as high high income parents). Responding to a later question on national trends, McCutcheon said, "Minority parents are becoming disenchanted with desegregation as a means of just racially balancing schools and classes. To combat this, we must be able to demonstrate an improvement in education as a whole." (See Appendix I)

The presence of a knowledgeable speaker, supported by BUSD central administrators, NIE Project staff, and representatives from the district's Research and Evaluation office, promoted a climate for exchange of information and inquiries. Participants seemed to recognize the importance of the information on desegregation/resegregation and also the implications for their roles.

Summary of Feedback Forms for Session V

At the close of the meeting, feedback forms were distributed to participants. There were a total of twenty-one (21) participants responding to the same five items on the feedback form, which was also used for Session IV. (See Appendix H) The results are as follows:

Item 1. This analysis session clarified the major findings of the Desegregation/Resegregation study.

Comments:

In response to Item 1, a small number of the respondents indicated that the findings had been clarified "a great deal," (24%, N=5) while a sizable number (71%, N=15) indicated "somewhat." There was only one non-response to this item.

Item 2. One finding in the report indicated that city officials have no responsibiltiy for the problems of desegregation in schools.

Comments:

A substantial number (81%, N=17) of the respondents indicated that they "strongly disagree" or "disagree" with Item 2. There were only a small number (19%, N=4) of the respondents who indicated "strongly agree" or "agree" with this item.

Item 3. Please check the three (3) areas which should be given first priority for follow-up activities. Indicate areas you believe your department may be able to impact.

Thirteen "recommended need areas" came forth in the 1977-78 report. These areas, plus a space for "other," were listed for respondents to select the three areas which they felt 1) should be given first priority for follow-up, and 2) which areas their department or position may be able to impact. The results are indicated in the following tables:

TABLE 3

Number of Responses for Each Item Suggested for Follow-Up

Collaboration Session V

Priority Areas:		Number of Responses First Priority	Second Priority	Third Priority
1.	Level of Knowledge	3	1	2
2.	Level of implementation			1
3.	School practices	4	2	1
4.	Continuation school		1	
5.	Changes in school population	3	2	
6.	Housing and residential patterns	3	1	1
7.	Employment	1		
8.	Ethnic proportions of staff		2	2
9.	Student ethnic mix	5	1	4
10.	Student achievement	6	3	3
11.	Data collection and reporting		1	
12.	Aging teaching staff		2	1
13.	Inter-ethnic relations	1	2	
14.	Other (Rezoning, Teacher Training, City Commitment)		1	2

Respondents - 21

The table indicates that "student achievement," "student ethnic mix in-school" and "school practices" received the most responses as first priority items for follow-up activity. Level of implementation is a low priority item. Only two respondents from this group agreed on the same three items as priorities.

TABLE 4

Areas Which May Be Impacted by the Department or Positions of Respondents

Collaboration Session V

Priority Areas:	No of Responses
1. Level of Knowledge	2
2. Level of implementation	3
3. School practices	6
4. Continuation school	1
5. Changes in school population	1
6. Housing and residential patterns	2
7. Employment	
8. Ethnic proportions of BUSD staff	1
9. Student ethnic mix in school	2
10. Student achievement	5
11. Data collection and reporting	2
12. Aging teaching staff	0
13. Inter-ethnic relations	3
14. Other	0

# Respondents - 7

At this session, respondents indicated that they could have most impact upon "school practices" and "student achievement." The low level of response to this second part of Item 3 needs further review.

Item 4. The 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

Comments:

A substantial number (71%, N=5) of the respondents indicated that they "strongly agree" or "agree" with Item 4. There was disagreement from only three (14%, N=3) respondents while five respondents offered no response on this item.

Item 5: Can you suggest an alternative collaborative structure?

Comments:

There were only 7 out of the total sample of 21 responding to Item 5. The respondents suggestions were: "state and federal types be added to the 2 x 2 Committee;" "utilize the dissemination of information process." It was also suggested that "desegregation was primarily a school district problem because the city has no experience nor commitment." "Provide faculty input," "City of Berkeley Master Plan group jointly appointed," and "a 2 x 2 or 4 x 4 middle management structure" were also suggested.

An assessment of the effectiveness of this session in relationship to project objectives is outlined in Table B, which follows.

EFFECTIVENESS OF COLLABORATION SESSION V

TO PROJECT OBJECTIVES:

TABLE B

Objectives	Evidence of Progress in Achieving Objectives
1. To increase the City and district decision makers general understanding and knowledge of the BUSD desegregation/resegregation process through formal presentation of the major findings of the 1977-78 NIE Final Report.	(yes) Half of the respondents indicated that the session provided "a greal deal" of clarity. There is, however, a need for more dissemination sessions.
2. To provide a collaborative model which will be effective in maintaining the progress of desegregation activities in BUSD.	(yes) Since several respondents indicated that city officials are responsible for the problems of desegregation in schools, and also that the 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

Also during this first quarter the NIE staff disseminated the 1977-78 findings to other districts and collaborated with other school officials on the replicability of BUSD's desegregation plan.

Collaboration Session VI: (Other Districts)

Representatives from Pittsburgh, Pennsylvania, visited the Berkeley Unified School District on September 21-22 to observe school desegregation in action. Evelyn Neiser, 1st vice president of the Pittsburgh Board of Education; Daniel Belisario, principal of Langley High School in Pittsburgh; and William Fisher, principal of Pittsburgh's Allderdice High School, visited several Berkeley schools and met with district officials during their stay.

Ms. Neiser noted Berkeley's community participation in all levels of school district affairs. "I'm impressed not only with the community participation in the more spectacular areas like desegregation, but in the more mundane, day-to-day affairs, as well," she said.

"Berkeley is considered a leader in education and in desegregation in particular," said Belisario. The visit had been planned, he said, to look at gains made in desegregation. He emphasized that they had acquired many insights by observing Berkeley's program.

"Berkeley has proven what can be done," added Fisher. The Pittsburgh Public School District, consisting of 105 schools and over 53,000 students, has yet to desegregate, but is looking at various programs across the country for guidance. Since Berkeley desegregated successfully in 1968, the district was chosen by the Pittsburgh visitors as a possible model.

On the recommendation of these visitors, Dr. John Conley, Pittsburgh Board of Education member, and Paul Williams, Director of Minority Affairs for the Pittsburgh school district, made a second visit September 28-29 to observe Berkeley schools.

"One of the insights that our visit provided," said Williams, "was an understanding as to why the Berkeley Unified School District has developed a reputation as a progressive and innovative educational system. Your voluntary desegregation program and your recognition that sexism is as detrimental as racism to the personal growth of children are a fine example for all of the school districts in the country." (See Appendix I - Pittsburgh Visit)

Attendance Strategies and Implications for Future Planning

Judging from the response from project participants during the first quarter of the project period, the dissemination sessions were successful. The consensus of the group indicates that there is agreement on the Collaborative approach (school and city) as the desirable strategy to address the concerns of desegregation/resegregation not only in Berkeley but in general. There is, however, an area of major concern. More specifically, there appears to be no agreement on the part of the 2 x 2 Committee itself that this should be the major structure for collaboration although the group continues to cooperate with the NIE staff.

Another major concern is the attendance at Collaboration Sessions. Because of the need to obtain input/feedback from all project participants, there was a great deal of effort expended by NIE staff to enhance the attendance rate of participants. For both of the joint Collaboration Sessions (October 30 and November 13, 1978), there were invitational letters and follow-up phone calls. Phone calls appeared to be essential reminders, even when R.S.V.P. slips and stamped envelopes were enclosed. (See Appendix L - Invitational Letters)

For the November 13 Session V with BUSD principals and program administrators, attendance was excellent (21 of 23 attending). (See Appendix I) However, for the October 30 Collaboration Session IV, there were a total of 14 of 21 possible participants in attendance. There were only three designated representatives from the 2 x 2 Committee, including the Superintendent, City Manager's representative, and Board representative. The following table indicates those attending the October 30 joint Collaboration Session and the area of representation.

As can be seen from the table ahead, there is a need to develop new strategies in order to encourage better participation. Resistance to participation was expressed by one Board member in a news story, and by one (unidentified) Council member at the 2 x 2 Committee meeting held on November 13, 1978. (See Appendix D)

There is a need to appeal more directly to the self-interests of elected officials. Participation by BUSD representatives has been ensured by the Superintendent's active participation. NIE also has evidence of the interest of the Superintendents of Oakland and San Francisco, both in writing and by their representatives, who were enthusiastic participants at the October 30 meeting. Later contacts from the Oakland and San Francisco representatives confirmed this interest. (See Appendix J)

One cannot emphasize too strongly the need for positive publicity on the existing cooperation between the city and the district, as well as the need for the district to generate its own positive publicity about the needs it is already serving for the community at large. This may not be a direct function of the NIE Project, but the need is being evidenced in responses from elected officials (city and district) to the Collaborative Dialogue for Change in Desegregation. The NIE staff will respond to the need through the resources of the Public Information Office.

Additional Collaboration Sessions are scheduled in December and January. The sessions will address the need areas (i.e., strengths and weaknesses) of the collaborative process as identified by city and district participants during this quarter.

APPENDIX F

PROGRAMMATIC REPORT, DECEMBER, 1978 TO FEBRUARY, 1979

Excerpt from Quarterly Report to NIE, March, 1979

PROGRAMMATIC REPORT

INTRODUCTION

This is the second quarterly report of the third year study of "School Resegregation: Residential and School Process" in the Berkeley Unified School District, Berkeley, California. The material presented in this report covers activities and preliminary findings for the period December 1978, to February 1979. It is not a final report, but a progress report, describing the research process and significant factors affecting the progress of the study.

The second quarter activities for the National Institute of Education Study of Desegregation/Resegregation of the Berkeley Unified School District focused primarily on five basic project goals. The goals are (1) to enhance the ongoing communication between city and district officials; (2) to design resources and techniques to strengthen team building and collaborative planning; and to assist Berkeley Unified School District in developing an efficiently coordinated system for collecting and utilizing data pertinent to the desegregation plan; (3) to assess the effectiveness of Berkeley's Collaborative Training Model and other models as a long-range planning and approach for monitoring desegregation; (4) to disseminate and share the experiences of the Berkeley Unified School District with Oakland and San Francisco school districts in addressing the concerns of resegregation, thereby exploring the replicability of the collaborative CDCD Model; and (5) to provide new and revised data based upon input from the BUSD/City decision and policy makers, parents and other community representatives.

ACTIVITIES UNDERTAKEN DURING THE SECOND QUARTER

The second quarter activities consisted of Collaborative Session VII with the Superintendent, his Cabinet and the Office of Intergroup Relations, California Department of Education; and (2) Collaborative Session VIII School and City Decision Makers.

Collaboration Session VII (Superintendent, Cabinet Members, State Department of Education.

On December 14 a collaborative session was held with the Superintendent and his Cabinet staff.[1] The Consultant for this session was Dr. Reuben Burton, Assistant Director, State Department of Education, Office of Intergroup Relations. The primary purpose of this session was to analyze the resegregation trends in the Berkeley Unified School District and the implications for the new California Administrative Code, Title V, Section 90101 (Racial and Ethnic Segregation of Minority Students, see appendix A, State of California, Department of Education, pp. 1-2.) During this problem solving session, it was agreed that the criteria which best suited the BUSD's situation was that reflected in item #2 of the Title V guidelines:

> II. That the governing board has determined that there are no schools in the district which have or are in danger of having racial or ethnic segregation...
> Director of Project Planning, Research & Evaluation, Business Manager, Assistant to the Superintendent.

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[1] Superintendent's Cabinet: Assistant Superintendent for Curriculum & Instruction, Director of Instructional Services, Director of Pre-Kindergarten/Elementary Instruction, Director of Classified Personnel, Director of Certificated Personnel, Director of Project Planning Research & Evaluation, Business Manager, Assistant to the Superintendent.

The Title V guidelines define "Segregated Schools" as "Those schools in which the minority student enrollment is so disproportionate as realistically to isolate minority students from other students and thus deprive minority students of an integrated educational experience." Although Berkeley Unified School District is experiencing resegregation trends, these trends are in relationship to the district's own desegregation goals of maintaining racial balance in terms of a tolerance-level of plus or minus 5% of the overall district composition of a particular ethnic group. Therefore, even in those schools which have deviated from the district's more rigid desegregation goals, the current racial balance does not "deprive minority students of an integrated educational experience." A public hearing will be scheduled by the Berkeley Board prior to the July 1 deadline to discuss the district's response to the Title V guidelines.

Dr. Burton suggested other strategies, such as community advisory group meetings to inform the community of the status of the desegregation process and resegregation trends. Plans were also made to continue the district's ongoing collaborative process with the Intergroup Office. Dr. Morris Schneider has been designated as the State's liaison to continue the review process and collaboration with the Berkeley Unified School District.

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Effectiveness of Session VII In Relationship to Project Goals:

Table 1

Goal	Evidence of Progress in Achieving Objectives
2. To design resources and techniques to strengthen team building and collaborative planning; and to assist Berkeley Unified School District in developing an efficiently coordinated system for collecting and utilizing data pertinent to the desegregation plan.	(Yes) This collaboration session accomplished the following: (1) Established an ongoing process for consultation with the State Department of Education to assess the Resegregation Trends. (2) Established another mechanism for data collection in terms of the state's Title 5 criteria for identification of segregated schools: (See Appendix B, p. 24 and 25 of the State of Calfiornia, Department of Education...Title 5 Sections 90-101)

Collaboration Session VIII. Desegregation/Resegregation Joint Dissemination Conference.

On January 16 a joint collaboration session (School and City Decision Makers as Partners in Desegregation) was held with participants from the 2 x 2 Committee, the City of Berkeley, Berkeley Unified School District, Oakland and San Francisco Unified School Districts.

The conference goals and objectives were:

(1) To assist participants in developing resources and techniques to strengthen team building and collaborative planning.

(2) To assist participants in identifying strategies for assessing the desegregation process.

(3) To focus attention of participants on the collaborative process.

Conference Objectives

(1) To disseminate information regarding the resources and techniques that can be utilized by school and city decision makers for joint problem solving and for the formulation of effective desegregation policies.

(2) To provide school and city decision makers with information and strategies for developing an effective monitoring system for collecting, disseminating and utilizing data pertinent to BUSD's Desegregation Plan.

(3) To assist school and city decision makers in the understanding, utilization, and evaluation of the Collaborative Model as a long-range and short range planning approach for monitoring desegregation. (See Appendix C for conference program.)

A participant feed-back form was distributed to assess the effectiveness of this collaborative session (See Appendix D for Feed-back form and results). Based upon the results of the Feed-back form the effectiveness of the conference is presented in Table 2 on the following page.

Workshop leaders for the session were Dr. Reuben Burton, Assistant Chief of Intergroup Relations, State Department of Education; Dr. Nicelma King, Project Director, Rand Corporation, Los Angeles; Dr. Wayne Rosenoff, Program Associate, Project STRIDE, Far West Laboratory, San Francisco, and Aubrey McCutcheon, Attorney, McCutcheon Associates, Detroit, Michigan.

Effectiveness of Session VIII in Relationship to Project Goals

Table 2

Goals	Evidence of Progress in Achieving Objectives
1. To enhance the ongoing communication between city and district officials	Analysis of the Feed-back results indicate that 55% of the respondents rated the conference as high in increasing their knowledge of the collaborative progress and how it can be used, 38% rated it average and 7% rated it low.
2. To design resources and techniques to strengthen team building and collaborative planning; and to assist Berkeley Unified School District in Developing an efficiently coordinated system for collecting and utilizing data pertinent to the desegregation plan.	(Yes) 48% rated the session as high in increasing their understanding of Resources and Techniques for monitoring desegregation activities. 27% indicated average effect and 24% indicated low effect.
3. To assess the effectiveness of Berkeley's Collaborative Training Model and other models as a long-range planning approach for monitoring desegregation.	(partial) 30% rated the conference as high in increasing their understanding of systems for monitoring desegregation activities; 50% rated it as average; 20% rated it as low.
4. To disseminate and share the experiences of the Berkeley Unified School District with Oakland and San Francisco school districts in addressing the concerns of resegregation, thereby receiving and giving feedback with a focus on improving the desegregation efforts of all three districts.	(Yes) Representatives of the offices of Supt. from Oakland and San Francisco participated in the collaborative session. Summary of the Feed-back form results will be shared with the district liaison persons.
5. To provide new and revised data based upon input from the BUSD/City decision and policy makers, parents and other community representatives which will be reported in the Final Report.	(Yes) Feed-back analysis indicate that responses were received from representatives from the Berkeley Community Berkeley school district and the city of Berkeley. (See Appendix for roster of participants. Participants responded to three foci (See foci and responses in Appendix D).

Level of Participation - Collaborative Session VII and VIII.

Since the Collaborative Session VII was held with the Superintendent and his Cabinet during a regular full day full participation was realized with all Cabinet Members and the Superintendent in attendance. The follow-up session scheduled for late April 1979 will involve a public hearing with the Board of Education, district staff, and Berkeley Citizens.

Collaborative Session VIII

A total of 82 persons were invited to attend the session. Of that number, 53 (65%) attended the sessions, with an additional 4 designees. Table 3 gives a breakdown of the level of participation in Collaboration Session VIII.

APPENDIX G

EXCERPTS FROM 1976-77 REPORT OF STANDARDIZED ACHIEVEMENT TEST RESULTS

BUSD, Office of Research and Evaluation

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research and Evaluation

1976-77 REPORT OF
STANDARDIZED ACHIEVEMENT TESTS RESULTS

Berkeley Unified School District administers the Comprehensive Tests of Basic Skills to all students enrolled in grades Kindergarten through nine and to students enrolled in basic skills classes in grades ten through twelve. The remaining high school students are offered the Cooperative English and Mathematics Series. Students enrolled in self-contained classes for the mentally retarded and physically handicapped are exempt from testing. While students enrolled in learning disability programs participate in the testing program, their scores are not averaged in with the remainder of the district.

In May 1977, standardized tests were administered to 9,639 or 83% of the students throughout the district. Table I reflects number of students enrolled, number tested, percent tested by grade level and by test.

Table I

Grade	Enrolled 5/20/77	CTBS Reading	Cooperative English	% Tested
K	925	856		93
1	1012	957		95
2	971	889		92
3	826	771		93
4	807	750		93
5	791	720		91
6	806	758		94
7	901	785		87
8	941	878		93
9	1045	745		71
10	960	245	484	76
11	990	264	448	72

Language: Kindergarten through eighth grade scored above the national norm in Total Language. Ninth grade students who took the R4 scored at the 33rd percentile while ninth graders in selected classes at Berkeley High scored at the 80th percentile on the S4.

Mathematics: Students in grades Kindergarten through eighth obtained average scores above the national norm. Kindergarten, first and second grade scored above the 70th percentile. Ninth grade students scored below the norm at the 35th percentile.

Discussion: Students in grades Kindergarten through eight, except for second grade reading, scored above the national norm in Reading, Language and Math. At ninth grade, the average test scores fell below the national norm in all three areas on Form R, Level 4 of the test. Students in selected classrooms who took Form S, Level 4 scored above the national norm in the upper quartiles in reading and language. Scores for ninth grade mathematics were not reported in this table in that these students did not take the CTBS Math Test but most likely took the appropriate subject area test in the Cooperative Mathematic Series.

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Mean Grade Equivalent (G.E.), Mean National Percentiles (%iles) and Number of Students Tested (N). Comprehensive Tests of Basic Skills by Grade Level, Racial Subgroups and Total District.

READING Grades 1-8, May 1977

Grade Level	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
1	2.0	70	471	1.8	51	328	1.3	56	43	1.8	56	23	1.8	61	893
2	3.1	61	394	2.3	39	325	2.8	54	49	2.8	54	22	2.6	49	828
3	5.1	77	379	3.5	45	258	4.7	73	46	3.9	56	17	4.3	64	725
4	6.3	75	324	4.0	36	264	5.2	58	44	3.7	31	20	4.8	52	664
5	8.1	79	271	5.0	37	263	6.9	56	49	5.1	39	24	6.3	58	638
6	8.7	74	276	5.7	38	297	7.7	62	42	5.6	37	18	7.1	55	656
7	10.5	80	381	6.8	40	310	9.5	69	49	8.0	53	24	8.7	51	785
8	11.5	81	417	7.1	32	363	10.7	73	50	8.1	40	21	9.0	53	878

RM:t

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Mean Grade Equivalent (G.E.), Mean National Percentiles (%iles) and Number of Students Tested (N). Comprehensive Tests of Basic Skills by Grade Level, Racial Subgroups and Total District.

LANGUAGE Grades 1-8, May 1977

Grade Level	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
1	2.3	78	474	1.5	41	331	1.5	37	42	1.7	46	23	1.8	60	897
2	3.2	95	395	2.5	39	324	2.9	58	49	2.7	50	33	2.8	52	824
3	4.9	68	379	3.3	40	260	5.2	72	46	3.8	51	16	4.1	57	726
4	5.8	72	324	3.6	33	264	5.5	53	44	3.5	32	20	4.8	51	667
5	8.2	72	271	4.4	32	263	8.2	72	49	3.8	24	24	6.3	55	635
6	9.0	71	276	5.2	35	297	9.0	71	42	5.5	39	18	7.2	55	661
7	10.4	77	379	6.1	38	309	10.1	72	49	8.0	53	24	8.5	58	786
8	11.1	77	418	6.4	33	369	11.4	79	50	6.9	37	21	9.0	53	887

RM:t

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Mean Grade Equivalent (G.E.), Mean National Percentiles (%iles) and Number of Students Tested (N). Comprehensive Tests of Basic Skills by Grade Level, Racial Subgroups and Total District.

ARITHMETIC Grades 1-8, May 1977

Grade Level	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
1	2.3	82	473	1.9	64	332	2.2	78	43	2.1	75	28	2.1	75	903
2	3.3	80	402	2.7	50	332	3.3	80	50	2.9	65	37	3.0	68	845
3	4.6	70	381	3.4	40	261	5.0	79	46	3.7	50	16	4.0	58	729
4	5.5	72	324	3.9	35	264	5.5	72	44	3.9	34	20	4.7	51	667
5	7.7	80	271	5.3	40	263	8.0	84	49	6.7	67	24	6.3	60	616
6	8.2	72	276	5.9	39	296	9.3	83	42	6.8	53	18	6.9	54	559
7	9.9	80	382	7.2	42	309	10.2	83	49	8.4	60	22	8.9	66	784
8	10.5	75	421	7.6	37	360	11.5	81	50	8.2	45	19	9.0	55	879

RM:c

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Comparison of Mean READING SCORES (G.E.) and Mean NATIONAL PERCENTILES (%iles) Made by First Graders 1967 through 1977, by Racial Subgroups and Total District with Number of Students (N) for Each Group.

Norm: 1.8

Test	Year	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
		Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
SAT	1967	1.9	50	627	1.6	14	510	2.0	58	83	1.6	14	22	1.8	38	1348
	1968	1.9	50	632	1.6	14	474	2.0	58	56	1.6	14	18	1.7	24	1215
	1969	1.8	38	570	1.6	14	517	1.8	38	95	1.6	14	33	1.7	24	1259
CPT	1970	2.2	81	618	1.8	51	495	2.3	85	64	1.8	51	41	2.0	70	1255
	1971	2.3	85	533	1.9	62	497	2.4	87	69	1.9	62	48	2.1	76	1165
	1972	2.3	85	516	1.9	62	508	2.7	92	44	2.1	76	27	2.1	76	1120
	1973	2.4	87	516	1.8	51	461	2.3	85	52	1.8	51	20	2.1	76	1075
	1974	2.5	90	489	1.9	62	379	2.4	87	51	1.8	51	21	2.2	81	957
CTBS SR	1975	1.9	65	483	1.8	56	369	2.0	73	42	1.8	56	25	1.8	56	941
	1976	1.9	65	508	1.7	45	363	1.9	65	55	1.8	56	31	1.8	59	931
	1977	2.0	70	471	1.8	51	328	1.8	56	43	1.8	56	23	1.9	61	893

SAT - Stanford Achievement Test
CPT - Cooperative Primary Test
CTBS - Comprehensive Tests of Basic Skills

SAT, CPT and CTBS scores are not comparable since these tests did not have a common norming group.

RM:t

APPENDIX H

EXCERPTS FROM 1977-78 FINAL REPORT TO NIE, PP. 36, 55, 57

ILLUSTRATION. COMPARISON BY ETHNIC GROUP OF ALL CERTIFICATED MANAGERS OVER THE PERIOD FROM 1967 - 1978.

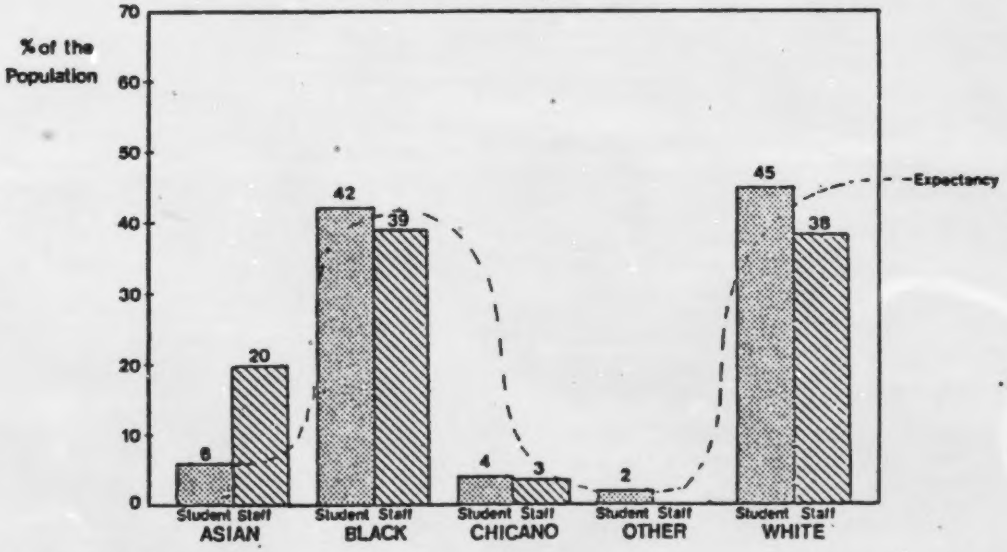
Year	Total	Male	Female	Asian		Black		Chicano		White		Other	
	#	%	%	#	%	#	%	#	%	#	%	#	%
67-68*	59	69	31	5	8	17	29			37	63		
68-69**	34	79	21	6	18	7	21			21	62		
72-73**	49	78	22	6	12	18	37	1	2	24	49		
75-76	60	57	43	9	15	24	40	2	3	24	40	1	2
77-78	61	59	41	12	20	24	39	2	3	23	38		

*Off-site managers not included
**Junior high managers not included

As can be seen from the illustration above, since integration, the representation of all minorities as certificated managers has increased. Likewise, the proportion of women in management positions has grown from 31% in 1967 to 41% in 1977. During this same time, the number of site administrators has decreased by 39%.

The graph below compares the 1977-78 proportions of certificated managers to the Berkeley Unified School District's student population by ethnic group.

GRAPH. ALL CERTIFICATED MANAGERS COMPARED TO TOTAL STUDENTS BY RACE, 1977-78.



Revised 10/17/78

ILLUSTRATION. NUMBER AND PERCENT OF BLACK STUDENT REPRESENTATION FOR K-3 SCHOOLS FROM 1967 THROUGH 1977-78.

School Name	1967-68		1968-69		1971-72		1973-74		1975-76		1977-78	
	#	%	#	%	#	%	#	%	#	%	#	%
Cragmont	100	13	281	40	270	45	231	46	161	44	121	41
Emerson	56	14	167	48	180	53	167	48	140	43	161	47+
Grizzly Peak	10	6	87	48	64	43	35	34	40	39	42	37
Hillside	22	5	170	41	168	45	148	49	128	43	107	44
Jefferson	202	25	255	38.1	215	37	204	40	141	34	132	35
John Muir	30	6	181	41	228	48	188	39	171	42	115	50
LeConte	182	36	197	49	167	51	189	61	153	49	177	54
Oxford	4	1	113	36.5	119	40	73	27	80	28	71	31
Thousand Oaks	63	10	274	40	238	41	206	38	163	33	151	33
Tilden	10	6	43	37	39	24	32	26	31	21	20	22
Washington*	272	32	286	49	214	40	187	38	131	27	128	30
Whittier	86	16	236	47	217	49	205	48	192	52	159	46
District % Black, K-3		41°		43		43		42		38		40

* K-4 in 1976-77 and 1977-78

+ %'s circled indicate deviation of more than 5% from population as a whole.

° Includes K-3 Black students from Columbus, Franklin, Malcolm X and Longfellow schools which changed with the desegregation plan to include only grades 4-6.

As can be seen from the chart above, in the year before integration, only two of these schools, Washington and LeConte, had Black student populations in the expected band. In the first year of integration, all schools were within 6% of the goal.

By 1971, only seven of the twelve schools were within the expected margin, and two schools, Emerson and Tilden, were 10 or more percentage points from the expectancy line. Two years later, seven of the twelve schools were more than five percentage points from the K-3 mean for Black students, and three of these, LeConte, Oxford and Tilden, were seriously deviate from the average (15 or more percent).

By the 1975-76 school year, half of the schools were within

Revised 10/17/78

continues, by 1978-79 Malcolm X will once more be within the 5% goal, and Longfellow will be within about 8%. However, Franklin will have even a lower percent of Black students, and will probably be more than 10% below the district mean for this level.

ILLUSTRATION. NUMBER AND PERCENT OF BLACK STUDENT REPRESENTATION FOR 4-6 SCHOOLS FROM 1967 THROUGH 1977-78.

School Name	1967-68		1968-69		1971-72		1973-74		1975-76		1977-78	
	#	%	#	%	#	%	#	%	#	%	#	%
Columbus	588	79	258	37	243	37	250	40	198	42	135	38
Franklin	506	68	371	41	369	40	374	36	284	34	220	31
Malcolm X (Lincoln)	695	97	353	45	390	49	350	45	313	58	225	51
Longfellow	750	89	486	49	561	53	447	51	400	53	378	51
District % Black 4-6		42*		43		45		43		44.9		42

* In 1967-68, all elementary schools in Berkeley were K-6. This includes 4th through 6th grade students in schools listed in the previous illustration.

Junior High Students

The junior high schools in Berkeley began their first year of desegregated life some four years earlier than the elementary schools. Desegregation at this level had two substantial differences from the later elementary school process: First, it began without unanimous support from the public; second, it required no bussing. The baseline year for the comparison of the effect of desegregation on these schools is the 1963-64 school year. As with the other levels, the numbers and ratios of Black students at these schools will be plotted for several years over the fifteen-year period.

APPENDIX I

SELECTED APPENDICES TO PROJECT ABSTRACT OF FINAL 1977-78 REPORT TO NIE, AUGUST, 1978

K-12

YEAR	White		Black		Asian		Chicano		Am. Indian		All Others		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N
1963	8479	54.0	5847	37.3	1261	8.0	-	-	-	-	103	.7	15,690
1965	7740	49.6	6323	40.5	1324	8.5	-	-	-	-	211	1.4	15,598
1966	7872	50,3	6388	40.8	1233	7,9	-	-	-	-	165	1.1	15,658
1967	7896	50.0	6526	41.3	1165	7.4	-	-	-	-	197	1,2	15,784
1968	7183	46.2	6665	42.8	1167	7.5	527	3.4	-	-	19	.1	15,561
1969	6880	45.0	6660	43.5	1209	7.9	536	3.5	-	-	18	.1	15,303
1970	6549	43.4	6728	44.6	1294	8.6	503	3.3	-	-	18	.1	15,092
1971	6488	43.3	6673	44.5	951	6.3	576	3.8	-	-	293	2.0	14,985
1972	6479	44.6	6426	44.2	917	6.3	431	3,0	19	.1	252	1.7	14,524
1973	6338	44.7	6252	44.1	876	6.2	455	3.2	14	.1	248	1.7	14,183
1974	6198	44.9	6025	43.7	838	6.1	454	3.3	18	,1	264	1.9	13,797
1975	5816	45.1	5470	42.4	850	6.6	406	3.1	16	,1	347	2.7	12,905
1976	5420	44.6	5195	42.8	794	6.5	394	3,2	13	.1	326	2.7	12,142
1977	5189	45.0	4917	42,6	739	6,4	414	3.5	14	,1	258	2,2	11,531

STUDENT ENROLLMENT, YEAR PRIOR TO DESEGREGATION COMPARED TO PRESENT YEAR FOR BLACK & WHITE STUDENTS

School	1967-68 Black #	1967-68 Black %	1967-68 White #	1967-68 White %	1977-78 Black #	1977-78 Black %	1977-78 White #	1977-78 White %
Columbus	588	79	137	18	135	38	199	54 *
Cragmont	100	13	611	81	121	41	156	51
Cragmont Primary (Tilden)	10	6	149	90	20	22	62	67
Emerson	56	14	312	80	161	47	158	46
Franklin	506	68	182	24	220	31	332	46 *
Franklin Primary	93	86	15	14	CLOSED			
Hillside	22	5	376	91	107	44	120	49
Hillside Primary (Grizzly Peak)	10	6	135	87	42	37	63	55
Jefferson	183	25	328	45	132	35	127	34
John Muir	30	6	443	91	115	50	106	46
Le Conte	182	36	263	52	177	54	124	38
Lincoln (Malcolm X)	695	97	11	1.5	225	51	195	44 *
Longfellow	750	89	54	6	378	51	286	39 *
Oxford	4	1	356	93	71	31	136	58
Thousand Oaks	63	10	513	85	151	33	207	45
Washington	272	32	265	41.5	128	30	221	53
Whittier	86	16	392	71	159	46	142	41

* 4-6 schools in 77-78. All schools above were K-6 in 1967-68.

JUNIOR HIGHS 1963-64

	Black #	Black %	White #	White %	Black #	Black %	White #	White %
Willard	466	45.5	467	45.6	CLOSED			
Burbank (West Campus)	839	76.0	160	14.5	587	58.6	334	33.3
Garfield (King)	68	4.8	1202	85	411	42	447	45

HIGH SCHOOL 1967-68

	Black #	Black %	White #	White %	Black #	Black %	White #	White %
Berkeley High	1318	40	1592	49	1300	40	1541	47
East Campus	120	69	48	27	150	64	59	25
District Total	6526	41	7896	50	4917	43	5189	45

82/8
10/17/78

APPENDIX J

COLLABORATIVE DIALOGUE FOR CHANGE IN DESEGREGATION (unsolicited proposal)

Board Agenda, October 25, 1978

Three News Articles Related to Desegregation/Resegregation

REVISED 10/24/78

BERKELEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION - AGENDA
SPECIAL MEETING - Wednesday, October 25, 1978 at 6:00 p.m.

Administration Building Board Room
1414 Walnut Street

TO: Members, Board of Education of the City of Berkeley and of Berkeley Unified School District of Alameda County, California

President Mary Jane Johnson
Vice President Carroll Williams
Director James Guthrie
Student Director Melanie Jones
Director David Partridge
Director Melinda Robinson

FROM: Laval S. Wilson
Superintendent of Schools and
Secretary, Board of Education

A Special Board Meeting has been called by President Johnson for Wednesday, October 25, 1978, at 6:00 p.m. to be held in the Administration Building Auditorium, 1414 Walnut Street, Berkeley, California, for the purpose listed on the Agenda below.

AGENDA

6:00 p.m. A. ROLL CALL

B. EXECUTIVE SESSION

7:00 p.m. C. REQUESTS TO ADDRESS THE BOARD ON AGENDA ITEMS

D. ACTION ITEMS

1. Vocational Education Entitlement Applications
2. Resolution No. 4350 - Business Services Appraisal Committee

E. DISCUSSION ITEM

The Collaborative Dialogue for Change in Desegregation (N.I.E. Unsolicited Proposal)

F. ADJOURNMENT

(SEE "GUIDELINES FOR SPEAKERS" ON BACK)

City's schools may reshuffle boundary lines

File
[illegible]

copy to
Louis
Dean

By NORMAN COLBY

Berkeley schools have drifted into "resegregation" and should correct this by realigning school boundaries, a three-year federally funded study recommends.

The massive report, to be considered Wednesday night by the Berkeley Board of Education, also recommends that staff layoffs be made on some basis other than seniority and claims there has been no "white flight" from the schools.

Berkeley schools adopted compulsory busing a decade ago in an effort to end racial segregation, but enrollment patterns and other factors have combined to erode those efforts, the report concludes.

The key to ending "resegreation" is a realignment of school boundaries so that the number of black and white students in each school approximately reflects district-wide racial ratios for the grade levels involved, the report says.

The report of more than 200 pages is the result of the first two years of the $90,000 study, conducted under auspices of the National Institute of Education. Its preparation was supervised by Georgia Williams, director of the school district's project development and evaluation office.

The third year will involve consultation among school district and city officials aimed at dealing with resegregation.

The recommendation for realigning local school boundaries was anticipated more than a year ago when Supt. Laval Wilson announced that boundary changes would be made as soon as possible. Other proposals for closing some schools have delayed that action.

The report analyzes the current race ratios in detail, indicating that most local schools have drifted out of

(Turn to Page 4, Col. 1)

Busing plan falls short

by Jim Johnson
Staff Writer

Oakland Tribune
10/17/78, Page 1

Berkeley—This city's voluntary school desegregation program has done little to improve the education of minorities, according to school officials.

Their report, stemming from a two-year study, said there is a greater disparity today between the test scores of whites and blacks than in 1967-68 when the program began.

"It is very clear that after 10 years of busing for integration," the report saidl "blacks and Chicano students still do substantially less well on standardized tests than do white and Asian students.

"Still, while it is clear that not all of the promises of early desegregation have been realized, the district students have taken substantial strides in learning to respect, tolerate and even appreciate the differences of children from different ethnic groups."

The report also warned that school boundaries may have to be realigned because many of the schools no longer are racially balanced in accord with the guidelines of the city's desegregation plan.

Berkeley was the first city with a population of more than 100,000 to voluntarily desegregate its schools when it adopted the controversial program.

At the time, 51 per cent of the student population was white. Schools in the wealthy hills area were 73 to 91 per cent white and "flatland" schools had a black student population of between 65 and 89 per cent.

After the plan went into effect, all of the city's schools attained a minority enrollment of between 35 and 45 per cent.

The $90,000 report, prepared by Dr. Georgia Williams, director of the school's project development and evaluation office, said that although scores by black pupils have shown some improvement, the scores by white pupils improved even more.

At Columbus Intermediate School, for example, the report noted that the average black student still reads at levels several grades below the average white student.

That forces teachers to prepare and teach lessons to two separate groups in the classroom, the report said. Because of this, blacks often find themselves socially isolated because of poor performance.

The report pointed out that because of shifts in population, eight of 12 primary schools no longer achieve the desired 35 to 45 percent minority student population. They are Emerson, John Muir, LeConte, Oxford, Thousand Oaks, Tilden, Washington and Whittier schools.

Three of the four intermediate schools failing to meet the requirements are Franklin, Malcolm X and Longfellow.

The report also expressed alarm that affirmative action gains by teachers and administrators are being reversed because of declining student enrollment and cutbacks brought on by Prop. 13.

The report will be considered by Berkeley's School Board at a meeting tomorrow night.

Can schools, city really cooperate?

By NORMAN COLBY

BERKELEY — A proposed $100,000 project calls for greater collaboration between local school district and city officials in an effort to prevent "resegregation" of Berkeley's schools.

However, years of hostility between the two camps has led some board members to express doubts that future district-city cooperation is possible, or even necessary.

"It won't work," said board member Carroll Williams during the recent board consideration of the matter.

Board member James Guthrie said, "Our relationship with the city has never been good, although we keep trying."

Despite these comments, the board voted 4-0 with Williams dissenting, to submit the project to the National Institute of Education in Washington, D.C. for funding.

Project Director Georgia Williams explained that the project would focus on "strengthening and improving the collaborative process" between the school district and the city towards spurring desegregation.

"The purpose is to bring influential people together to make their views known on what they can do and cannot do to help the desegregation process," she said.

And it would also create a new data processing system for collecting, retaining and analyzing data valuable in determining the current status of local schools desegregation and its nemesis. resegregation.

She emphasized that the project is being initiated in Berkeley, not in Washington. But Guthrie indicated that NIE, a branch of the U.S. Department of Health. Education and Welfare, might have dropped a hint that it wants such a project.

Guthrie said, "I'm not sure what NIE wants out of this. Are there other purposes we have not been told about? Are there some surprises further down the line?"

The project is based upon an earlier three-year, $90,000 "Schools Resegregation Report" prepared by the local projects office and concluding that resegregation is occurring. Its many recommendations included realignment of individual school site boundaries to fit new population distribution realities.

Board members Guthrie and Williams were sharply critical of the re-

(Turn to Page 4, Col. 4)

SCHOOLS

(Continued from Page 1)

port itself.

Guthrie said, "It is not tightly written and portions of it reflect the editorial views of the author, not the school district."

Board member Williams said he would favor it only if it is rewritten in clearer and tighter fashion, with several inaccuracies eliminated.

One glaring inaccuracy, he said, was the report's implication that the school board had other options than laying off staff according to seniority in 1975 and 1977. State law does not allow layoffs according to lack-of-competency or by affirmative action precepts, as indicated in the report, board member Williams said.

He added, "I don't think the collaboration as envisioned in the new proposal would work. Desegregation came about in Berkeley due to a good climate of opinion among the citizens. But the leadership came from the school board, not the city council."

Guthrie agreed, saying the city did not have an active role in the desegregation program over the past 10 years or the campaign before acceptance before that.

"Cooperation has not been noticeable. It's not an optimistic sign that the nine city council members have perhaps a total of 13 to 15 children with one or two of them actually enrolled in the Berkeley schools," Guthrie said.

Both Guthrie and Williams call for revision of the report. Project D rector Williams responded by sa ing, "It is a working document a not final. We welcome more input.

She explained the collaborati process by noting that the school d trict could benefit by being inform continuously about the future ci plans that affect desegregation.

For example, she said, city pl for the future of the community s rounding Columbus school might volve business development or p tection of the residential area. T could become part of the school trict's bank of information assist in future planning for sustaining segregation, she said.

—The INDEPENDENT and GAZETTE, Mon., Nov. 6, 1978

APPENDIX K

AGENDAS AND LISTS OF PARTICIPANTS IN COLLABORATION SESSIONS, 1978-79

BERKELEY UNIFIED SCHOOL DISTRICT
1414 Walnut Street
Berkeley, California 94709

BOARD OF EDUCATION
Mary Jane Johnson, President
Carroll Williams, Vice President
James Guthrie, Director
David Partridge, Director
Melinda Robinson, Director
Melanie Jones, Student Director

SUPERINTENDENT
Laval S. Wilson

October 17, 1978

To: Elijah Rogers
Susan Hone
Shirley Dean
James Guthrie
Carroll Williams

From: Laval S. Wilson

Subject: 2 x 2 COMMITTEE MEETING, MONDAY, OCTOBER 23, 1978, 12 NOON, BOARD CONFERENCE ROOM 10, 1414 WALNUT STREET

Lunch will be served.

AGENDA

1. CETA/PSE (School District)
2. NIE School Resegregation: Residential and School Process Project (School District)
3. After School Recreation Program (School District)
4. City Admissions Tax (School District)

LSW:u

COLLABORATIVE DIALOGUE FOR CHANGE IN DESEGREGATION

List of participants in the meeting held at the Holiday Inn, October 30th, 1978

Name	Representing	District/City
Barbara Cohen	San Francisco Unified, Supt's Office	District
Rosiello Smith	" " " " "	
Myrna Walton	City Manager (E.B. Rogers) (2x2)	City
Marilyn Hilliard	Bryan Olson	District
John Favors	Oakland Unified, Supt's Office	District
Fred Brown	ESAA Pilot	District
Karola Craib	ESAA Advisory Committee	District
Ramona Maples	Project Planning	District
John Cecil	Carroll Williams (Board Member) (2x2)	District
Louis Dean	NIE Project (Consultant)	District
John T. Yonemura	Public Information	District
Steve Waterman	Project Planning	District
Clifford Wong	Cabinet	District
Laval Wilson	Superintendent (2x2)	District
Raquel Acosta	Cabinet	District
Hank Dorsey	Attendance Office	District
Georgia Williams	Director, Project Planning	District
John Newton	Project Office	District
Nancy Bellard	Planning Office	District
Joy Boyd	NIE Project (Consultant)	District

COLLABORATIVE DIALOGUE
FOR
CHANGE IN DESEGREGATION

AGENDA

October 30, 1978

I. Welcome/Response

II. Dinner

III. Dr. Georgia Williams -- CDCD Model

John Newton -- Procedures 1978-79

Louis Dean -- Methodology

Dr. Ramona Maples -- Findings and Recommendations

Steve Waterman -- Findings, Educational Trends

IV. Dr. Laval Wilson -- Implications for Future Directions

V. Discussion/Feedback

VI. Adjournment

"No Host" Bar 7:00 - 8:00 p.m.

PARTICIPANTS

2 x 2 Committee

Superintendent's Cabinet,
Berkeley Unified School District

Superintendent's Office,
Oakland Unified School District

Superintendent's Office,
San Francisco Unified School District

Attendance & Human Relations Coordinator, B.U.S.D.

Planning Department, B.U.S.D.

ESAA Monitors, B.U.S.D.

ESAA Advisory Council, Chairperson

NIE Staff, B.U.S.D.

COLLABORATIVE DIALOGUE FOR CHANGE IN DESEGREGATION

IMC - 1720 Oregon Street
November 13, 1978

Implications of Resegregation/Role of Site Administrators

Participants:
Nancy Bellard, Project Office
Joy Boyd, NIE
Michel Calegari, Thousand Oaks
Sam Cohen, Bay Area Bilingual Education League
Louis Dean, NIE
Henry Dorsey, Attendance
Kathryne Favors, Grizzly/Hillside
Frank Fisher, Washington School
Barbara James, LeConte
Christine Lim, Columbus
Mary Logan, Franklin
Robbie Mack, Pre-Kindergarten
Ramona Maples, Research
Alan McGregor, Oxford/Tilden
Astor Mizuhara, Adult
Gordon Nagai, Special Education
John Newton, NIE
Ben Ng, Cragmont
Irene Obera, East Campus
Tom Parker, BHS
George Perry, Longfellow
Ken Roberts, West Campus
Luther Stemley, Emerson
Jeff Tudisco, Malcolm X
Steve Waterman, Evaluation
Linda Wing, Asian American Bilingual Center
Jon Yonemura, Public Information
Alan Young, YIEPP
Bert Norall, John Muir
Jerry Gilbert, Whittier [illegible]
Dr. Georgia Williams, PPD/R&E [illegible]
Dr. Laval Wilson Ferreira--King--did not attend
Mr. Aubrey McCutcheons, Kojan--Alternative" " "
Attorney at Law

39/1

11/17/78

COLLABORATIVE DIALOGUE
FOR
CHANGE IN DESEGREGATION

AGENDA

November 13, 1978

I. Luncheon (Buffet)

II. Dr. Laval Wilson -- Introductory Remarks

III. Dr. Georgia Williams – CDCD Model

John Newton -- Procedures 1978-79

Louis Dean – Methodology

Dr. Ramona Maples -- Findings and Recommendations

Steve Waterman -- Findings, Educational Trends

IV. Mr. Aubrey McCutcheon – Implications of Resegregation/
Role of Site Administrators

V. Discussion/Feedback

VI. Adjournment

PARTICIPANTS

Site Administrators

Special Education/TMR

Asian American Bilingual

Bay Area Bilingual Education

Pre-Kindergarten/Elementary Instruction

APPENDIX L

WILSON DEFENDS DESEGREGATION BENEFITS

Eastbay Independent and Gazette News Article

Wilson defends desegregation benefits

East bay Independent and Gazette, 11/01/79, Page 1.

By NORMAN COLBY

MSG: The mind connection

See story Page 10

BERKELEY — Black students' test scores improved substantially during the past 10 years of school desegregation, although whites' scores improved faster, according to Supt. Laval Wilson.

Wilson told the school board Wednesday night that a massive three-year report under current study does not say that desegregation has failed to help black students from an educational standpoint, as indicated by some media coverage of the report.

The $00,000 report, financed by the National Institute of Education, recommends realignment of individual school boundaries to reverse a trend toward racial "resegregation." It also recommends that any necessary future staff layoffs be made on some other basis than "last hired, first fired," which hurts minorities.

Regarding media coverage that indicated desegregation is not helping minorities' education, Wilson said: "The test scores of minority and majority students are both going up, although there is still a disparity between them."

He offered as a typical example the Comprehensive Test of Basic Skills results for fifth-grade reading classes. Wilson said they show that black fifth graders have improved, moving up from a 4.4-year level 10 years ago to 5.1 this year. "This is a seven-month growth and is substantial," he said.

However, Berkeley's white students have done even better in reading. The fifth-grade whites moved up from the 6.9-year level 10 years ago to 7.9 this year, Wilson said.

The statewide norm has been 5.8 for fifth graders since the tests are taken in the eighth month of the fifth school year.

"While test scores are falling across the country and elsewhere in California, they are improving for both black and white students in Berkeley," Wilson said.

"However," he added, "We have never believed that the success or failure of desegregation can be judged upon the rise or fall of test scores."

Students of high socio-economic status tend to have high test scores, while low socio-economic students tend to score in the lower ranges, a school staff member indicated.

Since blacks generally are of lower socio-economic status, as determined by their parents' occupations, this disadvantage may explain the lower test scores, board member Carroll Williams indicated.

Wilson promised the board he will make recommendations for realigning individual school boundaries "this year" in response to the report's main recommendation. He told the I-G he hopes the plan will be ready by next March.

Earlier plans for rezoning schools were delayed by the possibility that one or more local school would have to be closed due to declining enrollment. No school closing are being considered at present.

All board members present commented favorably on the report.

* * *

APPENDIX M

NIE COLLABORATION SESSION FEEDBACK FORMS, 1978-79

City Participant___
School Participant___

BERKELEY UNIFIED SCHOOL DISTRICT

FEEDBACK: NIE Desegregation/Resegregation Dissemination Conference, October 30, 1978

Please Comment:

1. This analysis session clarified the major findings of the Desegregation/Resegregation study.

( ) a great deal ( ) somewhat ( ) not at all

2. One finding in the report indicated that city officials have no responsibility for the problems of desegregation in the schools.

( ) strongly agree ( ) strongly disagree
( ) agree ( ) disagree

3. Please check the three (3) areas which should be given first priority for follow-up activities. Indicate areas you believe your department may be able to impact.

Priority for follow-up		Department may be able to impact
______	1. Level of knowledge of programs related to desegregation	______
______	2. Level of program implementation	______
______	3. School practices	______
______	4. Continuation School	______
______	5. Changes in school population	______
______	6. Housing and residential patterns	______
______	7. Employment	______
______	8. Ethnic proportions of BUSD Staff	______
______	9. Student ethnic mix in school	______
______	10. Student achievement	______
______	11. Data collection & reporting procedures	______
______	12. Implications of aging teaching staff	______
______	13. Interethnic relations	______
______	14. Other____________________	______

4. The 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

( ) strongly agree ( ) strongly disagree
( ) agree ( ) disagree

5. Can you suggest an alternative collaborative structure?

____

____

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Project Planning, Development/Research and Evaluation

NIE Mini Conference: School and City Decision Makers
as Partners in Desegregation, January 16, 1979

ity/School Department: ______________________________ Position: ____________________

FEEDBACK FORM

1. Were the conference objectives made clear to you? ___ Yes ___ No

Comments: ____

____

____

2. How effective was the conference in increasing your understanding of the following aspects of the collaborative process? (circle one)

a. Resources and techniques for joint problem solving

High				Low
5	4	3	2	1

b. Systems for monitoring desegregation activities

High				Low
5	4	3	2	1

c. The collaborative process and how it can be used

High				Low
5	4	3	2	1

PLEASE RESPOND TO THE QUESTIONS FOR THE WORKSHOP FOCUS WHICH YOU ATTENDED

Focus I - Resources and Techniques for Joint Problem Solving

1. Please identify the areas in the city or schools with which your department could effectively coordinate in joint problem solving.

2. What resources do you have available which would be useful in joint problem solving?

3. What resources do you need for joint planning with the city and/or the schools? (ie., information, personnel, training, programs, etc.)

Focus II - Systems for Monitoring Desegregation Activities

1. Please identify the areas in the city or schools with which your department could effectively coordinate in monitoring desegregation?

2. What do you feel your area needs to develop a joint monitoring system?

3. From the information received in this workshop which strategies do you feel would be effective for joint implementation with your area?

ocus III - The Collaborative Process and How It Can Be Used

1. In which areas do you feel your department can use the collaborative process in short range planning?

____

____

____

2. Please prioritize the areas mentioned in your response.

Priority 1. ______________________________

____

Priority 2. ______________________________

____

Priority 3. ______________________________

____

3. How do you feel your area can use the collaborative process in long range planning?

____

____

____

RM:t
1/79

APPENDIX N

PITTSBURGH VISITS

Northeast Bay Independent and Gazette Picture with Captions

2—The INDEPENDENT and GAZETTE, Thurs., Nov. 2, 1978

DESEGRATION ADVICE—Public school officials from Pittsburgh, Pa., toured Berkeley schools recently to observe the effects of racial desegregation here. The group was seeking information to help in setting up their own desegregation program. Among the schools toured was Cragmont Elementary, pictured here.

APPENDIX O

CORRESPONDENCE CONCERNING COLLABORATIVE DIALOGUE, 1978-79

BERKELEY UNIFIED SCHOOL DISTRICT
1414 Walnut Street
Berkeley, California 94709

BOARD OF EDUCATION
James Guthrie, President
Mary Jane Johnson, Vice President
Melinda Robinson, Director
Louise Stoll, Director
Carroll Williams, Director
Matthew Lena, Student Director

SUPERINTENDENT
Laval S. Wilson

October 16, 1978

Mr. Elijah Rogers, City Manager
City of Berkeley
2160 Milvia
Berkeley, CA 94704

Dear Elijah,

Enclosed are three copies of the 1977-78 Final Report for the NIE "School Resegregation: Residential and School Process" Project. One is for your office and one each is enclosed for Sue Hone and Shirley Dean, members of the 2 x 2 Committee.

In particular, Chapter 2 studies education, housing, and employment trends which affect the desegregation/resegregation process in the Berkeley schools. Chapter 3 analyzes the interviews and questionnaires administered to key city and district personnel last spring.

The first "Collaborative Dialogue for Change in Desegregation" will be a dinner meeting October 30 from 7:00-10:30 p.m. at the Holiday Inn, Emeryville Marina. Members of the 2 x 2 Committee, and the B.U.S.D. Cabinet, are among those being invited to this initial meeting. Chapter 5 of the Final Report gives the format for this session.

I will be presenting the agenda for the October 30 dinner, and will discuss the dialogue series, at the October 23 meeting of the 2 x 2 Committee.

Sincerely,

Georgia

Georgia Williams, Ph.D.
Director, Project Planning,
Development/Research &
Evaluation

ENCL.

CC: Dr. Laval Wilson, Superintendent
John Newton, Research Associate, NIE
Joy Boyd, NIE Consultant

BERKELEY UNIFIED SCHOOL DISTRICT
1414 Walnut Street
Berkeley, California 94709

BOARD OF EDUCATION
James Guthrie, President
Mary Jane Johnson, Vice President
Melinda Robinson, Director
Louise Stoll, Director
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October 16, 1978

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Sincerely,

Georgia

Georgia Williams, Ph.D.
Director, Project Planning,
Development/Research &
Evaluation

ENCL.

CC: Dr. Laval Wilson, Superintendent
John Newton, Research Associate, NIE
Joy Boyd, NIE Consultant

OAKLAND UNIFIED SCHOOL DISTRICT

ADMINISTRATION BUILDING
1025 SECOND AVENUE
OAKLAND, CALIFORNIA 94606
(415) 836-2622

OFFICE OF THE SUPERINTENDENT

October 25, 1978

0 [illegible]

Dr. Georgia Williams, Director
Project Planning, Development/Research & Evaluation
Berkeley Unified School District
1414 Walnut Street
Berkeley, California, 94709

Dear Georgia:

I am in receipt of your communication dated October 16, 1978 inviting me to participate in a dinner meeting on October 30, 1978 relative to your "School Resegregation" project. Previous commitments will prevent my attendance at this meeting. Because of my deep interest in your project I have requested John Favors, of my office, to attend as my representative.

I have read the interesting news reports about the project during the past few weeks and have been impressed with the quality of your productivity. Dr. Favors has reviewed your annual report for FY 77-78 and has indicated his satisfaction relative to the effectiveness of the research.

Respectfully,

Ruth B Love

Ruth B. Love
Superintendent

c.c. Supt
R&E staff
R&E File
274

RBL:jf

November 1, 1978

TO: All Principals

FROM: Georgia Williams GW

Please attend a luncheon meeting on Monday, November 13, at 1414 Walnut Street to discuss the NIE School Resegregation: Residential and School Process Study (1977-78 Final Report). The meeting will begin at 1:15 p.m. The purpose of the meeting is to review the 1977-78 report and summarize its findings and recommendation.

Enclosed is an abstract of the report. A copy of the full report is available for your perusal in the Public Information Office. An agenda of the meeting will follow soon.

Enclosure: Abstract, 1977-78 NIE Report

cc: Dr. Laval S. Wilson
Mr. Clifford Wong
Mr. John Newton
Dr. Ramona Maples
Steve Waterman
Louis Dean
Joy Boyd

35/8

APPENDIX P

RECIPIENTS OF 1977-78 FINAL REPORT TO NIE

Recipients, 1977-78 Final Report

Cabinet Members, Berkeley Unified School District

ESAA Monitor, Berkeley Unified School District

Office of Pupil Accounting and Human Relations, Berkeley Unified School District

Board Members, Berkeley Unified School District

City Manager, City of Berkeley (2 x 2 Committee)

2 City Council Members, City of Berkeley (2 x 2 Committee)

Superintendent, Oakland Unified School District

Superintendent, San Francisco Unified School District

Department of Public Policy, University of California, Berkeley

Visiting team, Pittsburgh, Pennsylvania, School District

News Media: Berkeley Independent and Gazette; Associated Press

Conference Consultants, 1978-79 Project Year:
  Aubrey McCutcheon, Attorney-at-Law, Detroit, Michigan
  Dr. Nicelma King, Rand Corporation, Los Angeles
  Project STRIDE, Far West Laboratories, San Francisco

APPENDIX Q

NEW STATE DESEGREGATION GUIDELINES

State Superintendent Wilson Riles' Memorandum to District and County Superintendents of Schools, October 13, 1978

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

OCT 17 7 23 PM '78
RECEIVED
OFFICE OF
SUPERINTENDENT

October 13, 1978

TO : District and County Superintendents of Schools

FROM : WILSON RILES

SUBJECT: PLANS TO ALLEVIATE RACIAL AND ETHNIC SEGREGATION OF MINORITY STUDENTS (California Administrative Code, Title 5, Sections 90-101)

The California State Board of Education, on April 12, 1978, approved guidelines to assist school districts in responding to the requirements of Sections 90-101 of the Administrative Code, Title 5, on plans to alleviate the racial and ethnic segregation of minority students. The guidelines were distributed at that time. This memorandum is to remind you of the timeline for compliance with the regulations and to offer assistance.

Each district serving any grade level, kindergarten through grade 12, is required to submit to the State Department of Education, no later than July 1, 1979, certification of one of the following:

I. That the governing board has determined that it does have schools within its district which have or are in danger of having racial or ethnic segregation, and has adopted a plan to alleviate and prevent racial and ethnic segregation; or

II. That the governing board has determined that there are no schools in the district which have or are in danger of having racial or ethnic segregation; or

III. That the governing board has determined that it does have schools within its district which have or are in danger of having racial or ethnic segregation, but has determined that such segregation may not be alleviated by a reasonably feasible plan; or

IV. That the governing board has determined that it is exempt from the requirements of Chapter 7 of the California Administrative Code, either because the district has adopted or is in the process of developing a desegregation plan pursuant to a state court order or decision or under state court supervision, or because the district has only one school serving each of the grade levels maintained by the district.

Note: The BUSD, as a voluntarily desegregated school district, on consultation with Drs. Reuben Burton and Morris Schneider , California State Department of Education, Office of Intergroup Rrelations, considers itself in compliance with Title V, Section 90-101. (See Berkeley Unified School District, Board Minutes, May 30, 1979, p.8.)

APPENDIX R

DEFINITION OF SEGREGATED SCHOOLS

Excerpt from California Administrative Code,
Title V. Section 90.101

DO NOT WRITE IN THIS SPACE

(d) "Segregated schools" means those schools in which the minority student enrollment is so disproportionate as realistically to isolate minority students from other students and thus deprive minority students of an integrated educational experience.

(e) "School district plan" means a comprehensive plan by which a district undertakes reasonably feasible steps to alleviate, avoid, prevent, and eliminate the racial and ethnic segregation of students in all segregated schools and programs at all levels and modifies programs and services to meet the special educational needs of affected students.

93. Identification of Segregated Schools. (a) The governing board of each school district in California having more than one school serving the same grade level, except community college districts and districts exempt under Section 91(c), shall no later than January 1, 1979, either:

(1) Identify the schools in its district which have, or are in danger of having, in the judgment of the board, racial or ethnic segregation of its minority students, or

(2) Determine that it has no school described in subsection (a)(1).

(b) In determining which schools have, have not, or are in danger of having racial and ethnic segregation of minority students under subsection (a), the governing board shall consider at least the following factors:

(1) The racial and ethnic composition of each school in the district by numbers and percentages, including changes which have occurred in the racial and

APPENDIX S

SUMMARY OF FEEDBACK, NIE CONFERENCE, JANUARY 16, 1979

Excerpt from Quarterly Report to NIE, March, 1979

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research and Evaluation

SUMMARY OF FEEDBACK

NIE Conference - January 16, 1979

On January 16, 1979, NIE Project sponsored a conference on Collaborative Dialogue for Change in Desegregation. The conference was held in Berkeley at the Marriott Inn from 6 p.m. to 9 p.m. The conference theme was "School and City Decision Makers as Partners in Desegregation." Four consultants with expertise in desegregation served as leaders. Participants were administrators from the Berkeley schools, the City of Berkeley, the Berkeley School Board, and representatives from the Oakland and San Francisco School Districts.

The conference design was an opening general session followed by three workshops and culminating in a panel discussion by the conference leaders. Participants were asked to complete a feedback form at the conclusion of the session. There were fifty-three conference participants. Feedback instruments returned totaled thirty-five for a 66% response rate.

SUMMARY OF RESPONSES

The first question concerning the clarity of the objectives for the conference yielded a 86% positive response rate. Several comments on this question were recorded. A respondent felt that the remarks by Mr. Aubrey McCutheon reinforced the objectives and that his was a very fine delivery of the goals and objectives of

283

the conference. Another responded that the conference was outstanding. Other remarks: "Productive discussion leading to desegregation management system." "We as a group never got to the meat of the issue of any discussion." "I am not aware that parents, teachers, and students have been given opportunities to discuss and re-think about desegregation." "The conference objectives were clear and worthwhile but the time (session) was too short for meaningful conclusion." "By the end of the conference, I understood more clearly what was expected. I found that to be in line with my original thinking."

From those who had reservations concerning the clarity of the objectives for the conference came the following comments: "It is unfortunate that the objectives were not re-stated prior to the Theme Respondents comments. The groups were stimulated and ready to deal with the real issues. Much more could have been realized." In general, the participants felt that the objectives of the conference were made clear.

Three subtopics were addressed during the workshops. They were: (a) resources and techniques for joint problem solving; (b) systems for monitoring desegregation activities; (c) the collaborative process and how it can be used. Participants were asked to rate the effectiveness of the conference in increasing their understanding of these subtopics. The ratings were on a scale from high to low. Results of the rating were:

Summary of Feedback (cont.)

Subtopics	High Effect	Average Effect	Low Effect
a. Resources and techniques for joint problem solving	48%	27%	24%
b. Systems for monitoring desegregation activities	30%	50%	20%
c. The collaborative process and how it can be used	55%	38%	7%

From the above responses, it is apparent that the workshops were somewhat effective in increasing the participants' understanding in the three areas of concern.

FEEDBACK FROM WORKSHOPS

At the conclusion of the conference, participants were to answer specific questions relating to the workshop they attended. The data that was received has been analyzed for content. While it will not serve to focus on the effectiveness of the individual workshops, it may serve as a data base for the resources that school and city personnel see as having and needing in a collaborative process between the schools and the city.

Three workshops were conducted and the number of respondents from each were: Focus I, 23 respondents; Focus II, 10 respondents; Focus III, 9 respondents.

FOCUS I - Resources and Techniques for Joint Problem Solving

The number of school respondents was greater than the number of city respondents in this workshop. School personnel answered the

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questions in greater detail than did the two participants from the city offices.

1. Please identify the areas in the city or schools with which your department could effectively coordinate in joint problem solving.

   There was one overlap in the responses by the city and school personnel. The responses elicited possible areas for a starting point in joint problem solving. Common areas for coordination included marketing, housing, recreation, and monitoring. The city respondents felt that joint problem solving in the areas of child care, planning and evaluation, and senior services could be effective. School personnel named a number of additional areas for coordination. These included district and site operations, transportation, social agencies, attendance zones, mental health services, employment, data processing, training personnel, public works, and libraries.

2. What resources do you have available which would be useful in joint problem solving?

   The city responses yield little or no information in answer to this question. One city response indicated that feedback about how well Berkeley-educated young people are faring in the job market is available as a resource. School responses included that personnel, information, student achievement, resource consultants could be made available in joint problem solving.

3. What resources do you need for joint planning with the city and/or the schools?

The city response to the question was vague. The responses indicated that information was needed but it was not specific as to the nature of the information to be sought. School personnel expressed need for information on zoning and housing trends from the city. Other responses needed included staff training, ongoing planning, communication between city and school, a marketing and monitoring system. Also suggested were a written policy of commitment and committed personnel.

From Focus I, it appears that a number of areas for collaboration in joint problem solving could serve as a beginning point. School personnel felt that there were some school resources available. They also spelled out areas of needs which have to be met in an effort to jointly solve problems.

FOCUS I

1. Areas in the city or schools in which coordination in joint problem solving is possible:

CITY RESPONSE	SCHOOL RESPONSE
P.R. to "sell" public schools	Continued study after this year
Child Care	District and site operations
Housing	Dissemination of information
Senior services	Transportation
Recreation	Housing
Monitoring	Social agencies

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Summary of Feedback (cont.)

City Response	School Response
Planning and evaluation	Recreation
	Attendance zones
	Marketing
	Monitoring
	Mental Health services
	Employment
	Data processing
	Training
	Personnel
	Public Works
	Library

2. Available resources for use in joint problem solving:

CITY RESOURCES	SCHOOL RESOURCES
Job success of Berkeley graduates	Personnel
	Information
	Student achievement
	Public relations
	Data collecting
	Resource consultants
	Research and data
	Literature

A number of responses were made to this item. However, three stood out as having the potential for city-school coordination. They were zoning, public relations, and collection and dissemination of data. Other areas mentioned appear to be limited to within district coordination. These included student placement to break tracking, student movements, affirmative action in hiring, promotion and lay-off of staff, adequate education services for limited English speakers, inservice training for teachers and the Office of Research and Evaluation.

2. From the information received in this workshop, which strategies do you feel would be effective for joint implementation in your area?

Suggestions for strategies were not fully spelled out in the responses; however, a few ideas did emerge. One strategy was that an ongoing process for implementing and updating a plan be developed. Continued use of the NIE Forum was suggested. As in Focus I, it was repeated that marketing or selling the positives of desegregation would be desirable. Collaboration in influencing desired legislation, joint planning of a management system and sharing information were also listed as strategies to be employed in joint implementation of a monitoring system between the city and schools.

In the absence of city responses to Focus II, it is impossible to determine which areas of commonality exist for developing systems for monitoring desegregation activities. Additional efforts need to be made to obtain responses from the appropriate city departments.

FOCUS III - The Collaborative Process and How It Can Be Used

Focus III respondents represent school personnel only. There was no feedback from the one city representative who participated in this workshop.

1. In which areas do you feel your department can use the collaborative process in short-range planning?

   Areas listed were determination and assessment of how operational policies and procedures are affecting the desegregation effort, coordination in planning city and school programs, coordination of school curriculum with city resources, community involvement in multiethnic school curriculum and sharing of resources and data.

2. Please prioritize the areas mentioned in your response.

   Priority #1 - Several areas were listed as the first priority for short-range planning. It was felt that joint planning between the city and schools should be a top priority. Another was board and administrative commitment to analyze operational policies affecting desegregation. Community involvement was also considered a priority.

Priority #2 - Increased sharing of data and other resources, staff for the retrieval of data and coordinating school curriculum with city resources were listed for consideration as second priority areas.

Priority #3 - Time and staff to implement goals of the program was the third priority item.

3. How do you feel your area can use the collaborative process in long-range planning?

There were no direct answers to the question as to how collaborative planning could be used in long-range planning. Respondents suggested some areas for the use of the collaborative process. Some areas were: increased collaboration between representative segments of the Berkeley community and school administrators, residential zoning, community/city participation in defining long-range goals of desegregation, enlisting of legislative support that can provide assistance for desegregation efforts - city and county ordinances and state legislation, coordinating with surrounding school districts and communities, and also with private educational institutions. An additional comment on this question was, "Parent groups and citizens' groups (nonparents) can serve as feedback system to both."

Overall, the feedback forms suggested that there is need for collaboration between the schools and the city for effective monitoring of desegregation. Both groups felt that there was information which could be shared between appropriate school and city departments. They felt that there were program areas such as recreation which could be jointly planned and sponsored by the two agencies. Community participation was felt to be desirable and necessary in ongoing planning.

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APPENDIX T

SECOND QUARTER DISSEMINATION ACTIVITIES, 1978-79

Television

News Releases

Correspondence

Berkeley Unified School District
Office of Public Information
644-6320
February 1, 1979

FOR IMMEDIATE RELEASE

TV SHOW TO REVIEW TEN YEARS OF BERKELEY DESEGREGATION

The Berkeley schools' unique desegregation plan, which went into effect in 1968 and continues today, will be the subject of a two-part television show on "People's Five," KPIX-TV on two February Fridays.

The two programs will be seen at 9 p.m. February 9 and 8 p.m. February 16.

KPIX-TV producer Bob Klein and his staff will present a look at how the Berkeley Plan came about in the years 1964 to 1968 in the first series. The second series will review the years 1968 to 1975 and how present-day pressures on public schools have affected the plan.

After much community discussion, controversy, and community involvement Berkeley in 1968 put into operation a plan by which children from the "prosperous hill" neighborhood and children from the "flatlands" regions attend school together. Citywide busing is used to accomplish the goal, an has long been an accepted fact of life in the city which is home to the University of California as well as several manufacturing industries.

Work on the two-part television series began in November, and has included interviews with Berkeley school board member Mary Jane Johnson, as well as school superintendent Laval S. Wilson and former BUSD superintendent Neil Sullivan, during whose administration the plan was formulated.

The tenth anniversary of the Berkeley Desegregation Plan was September 10, 1978.

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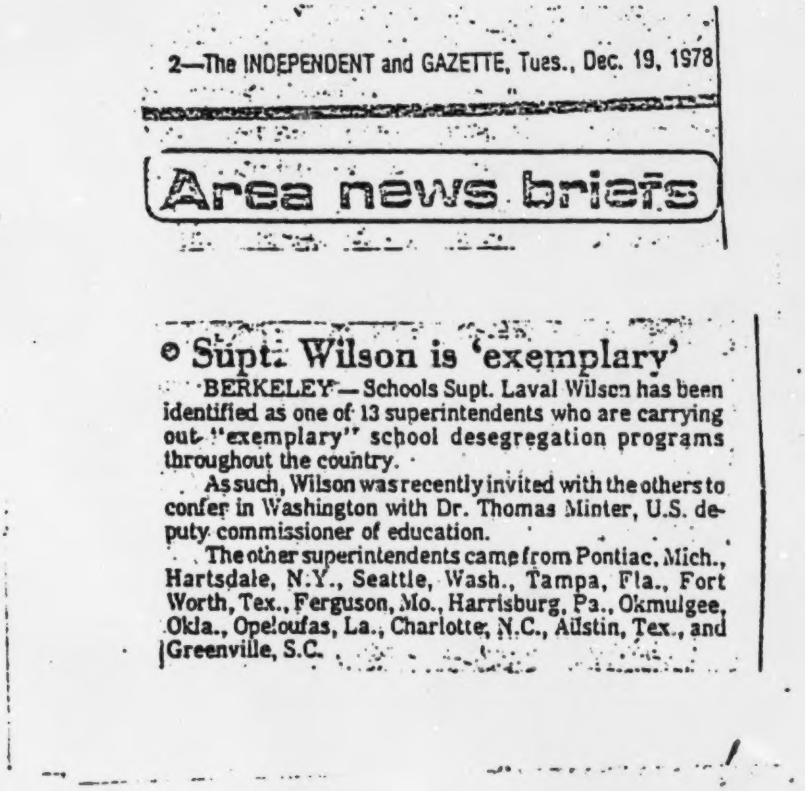


2—The INDEPENDENT and GAZETTE, Tues., Dec. 19, 1978

Area news briefs

Supt. Wilson is 'exemplary'

BERKELEY — Schools Supt. Laval Wilson has been identified as one of 13 superintendents who are carrying out "exemplary" school desegregation programs throughout the country.

As such, Wilson was recently invited with the others to confer in Washington with Dr. Thomas Minter, U.S. deputy commissioner of education.

The other superintendents came from Pontiac, Mich., Hartsdale, N.Y., Seattle, Wash., Tampa, Fla., Fort Worth, Tex., Ferguson, Mo., Harrisburg, Pa., Okmulgee, Okla., Opeloufas, La., Charlotte, N.C., Austin, Tex., and Greenville, S.C.

Bused Blacks and Whites Gain in Tests, Study Says

New York Times Story

BERKELEY, Calif., Dec. 23 (AP) — Ten years after this university city went against national trends by voluntarily and peacefully integrating its public schools by busing, studies show that whites as well as members of minority groups have benefited.

The most startling and unexpected result, according to educators involved, was that achievement test scores improved for black and white students, although a large academic gap still exists.

That is a different picture than was painted before Berkeley became the first American city with a population of more than 100,000 to use busing to end segregation Voluntarily. Before the program went into effect, supporters and opponents alike predicted a leveling, with blacks doing better but whites doing worse. However, it is the blacks who, while improving, have not done so well as had been hoped.

Nevertheless, the plan is still regarded as a success. "It's worked beautifully," said Melanie Jones, a 17-year-old black senior at Berkeley High who serves as a nonvoting member of the school board.

'Friends of All Races'

"I have friends of all races and I can talk to all kinds of people," Miss Jones added. "When a person is exposed to just one type of person, they are not too well equipped when they step out into the world."

"We are not as integrated as I would like us to be," said Tom Parker, who is white and has been principal of the city's only high school for five years. While some racial cliques persist, there is none of the hostility that existed more than a decade ago.

"The only time I get a call about the busing program is when a bus is late," said Dr. Laval S. Wilson, superintendent of the 11,000-student district, which operates 20 schools.

"It's completely different than in communities where they are still resisting busing — parading up and down with signs, rioting about busing," Dr. Wilson added.

Two Factors In Success

The superintendent, a small, soft-spoken, 40-year-old black man, said there were two key reasons for Berkeley's success. One is heavy community involvement, starting with a 100-member citizens committee that decided the details. The other is a "greater tolerence level" in Berkeley, the home of the University of California and an academic community that spawned some of the liberal movements of the 1960's.

"If the adult population wants it to work, if the local government officials want it to work, if the education staff wants it to work, then you're going to have a pretty good success story," Dr. Wilson said.

"We think that our black students achieve better than most black kids in the country, and our white students achieve better than most whites," he continued, citing reading tests showing that white and black students have improved since full integration began in 1968.

For example, the national norm for fifth-graders is the fifth grade and eight months. In 1967, Berkeley's white fifth graders tested at the sixth grade and nine months, while this year they tested at the seventh grade and nine months. Blacks tested at the fourth grade and four months in 1967, but were at the fifth grade and one month this year.

Disparity Linked to Makeup

For eighth-graders, the national norm is the eighth grade and eight months. Berkeley's white eighth-graders tested at the 10th grade and six months in 1970 and the 11th grade and six months this year. Their black classmates were at the sixth-grade, one-month level in 1970 and the seventh-grade, six-month level this year.

Dr. Wilson said he believed a key reason for the disparity was the makeup of the community. White families have a median income of $25,000, while black families have a median income of $8,900.

Many white parents have college degrees and provide a better home environment for learning, said Dr. Georgia Williams, a black who is director of project planning, development, research and evaluation for the schools.

"Probably our greatest success story has been the positive interpersonal relationships between students," Dr. Williams said.

Rowena Jackson, a white mother with three children in the schools, agrees. She said her oldest son, a semifinalist in the National Merit Scholarships, "feels he has received a good informal education in understanding life-styles, feeling comfortable with all kinds of people."

"After the schools were integrated, parents crossed economic and cultural lines to talk about what would be good for all children," said school board president Mary Jane Johnson, a black. "There was an opening of communication from the hills to the bay and across the city — people worked together to make this a success."

Mary Jane Johnson, a black woman who is president of the school board, said one positive effect was to spread the good teachers around with the less competent ones. Before, most of the good teachers were at white schools.

Meeting planned Tuesday night to map schools' anti-'resegregation' strategy

BERKELEY — A strategy session for bringing Berkeley's city and school district leaders together to prevent racial segregation of the local public schools will be held Tuesday night at the Marriott Inn, Berkeley Marina.

Participants will include two Berkeley school board members, two city council members and representatives of school districts in Oakland and San Francisco.

The meeting will begin at 6 p.m. with a buffet, followed by a workshop and panel discussion.

Purpose is to implement a three-year, $90,000 "School Resegregation" report completed by Berkeley's school officials and financed by the National Institute of Education, Washington, D.C.

The report recommended a joint effort by the city and school district, including collaboration on future programs and projects towards reversing a trend towards resegregation in the local schools.

The report indicated that the trend exists and recommended other strategies, including realignment of boundaries between the schools.

Workshop leaders will be Dr. Reuben Burton, State Department of Education; Dr. Nicelma King. Rand Corporation; Dr. Wayne Rosenoff, Far West Laboratory, San Francisco; and Aubrey McCutcheon, McCutcheon Associates, Detroit, Mich.

Gazette 1-15-78

Berkeley completes first generation of integration

Daily Cal 1-26-79

After rocky start, school busing program on steady road

By **LESLIE HELM**
STAFF WRITER

Our schools which are supposed to be melting pots, do not melt. "De-facto Segregation," a Berkeley schools report, 1964.

While Los Angeles and other cities are still squabbling over how to desegregate their schools, Berkeley has already passed through the first stages of integration and a generation of students has been taught at integrated schools.

When a group of black children came to Columbus Elementary School Principal Christina Lim to ask her permission to perform a play, Lim responded that it would have to be more integrated. "What's 'integrated' mean?" asked one 10-year-old. "I know," answered another. "It means we don't have white kids." The other children trooped off to find some white kids.

Integration has been effective in breaking down racial ignorance and stereotyping, but Lim claimed, children still cluster at school with neighborhood friends of the same race.

Berkeley initiated its first desegregation plan in 1964, supported by a strong civil rights movement and a liberal white community demanding racial equality.

Church groups, teachers, university professors and parents made studies and extensive interviews, arriving at a plan to eliminate the "de-facto segregation" of neighborhood schools.

Their report referred to the need for "equal opportunity" and recommended re-zoning school districts in order to integrate Berkeley's three junior high schools. It also suggested the formation of a special program to raise the academic level of "low acheivers," along with in-service training to help teachers handle culture diversity.

One parent said that while there have been instances of white condescension and of blacks picking on "the whites form the hills," the students generally have coped quite well.

Another parent disclosed that he had sent his seventh grader to judo classes in order to protect himself.

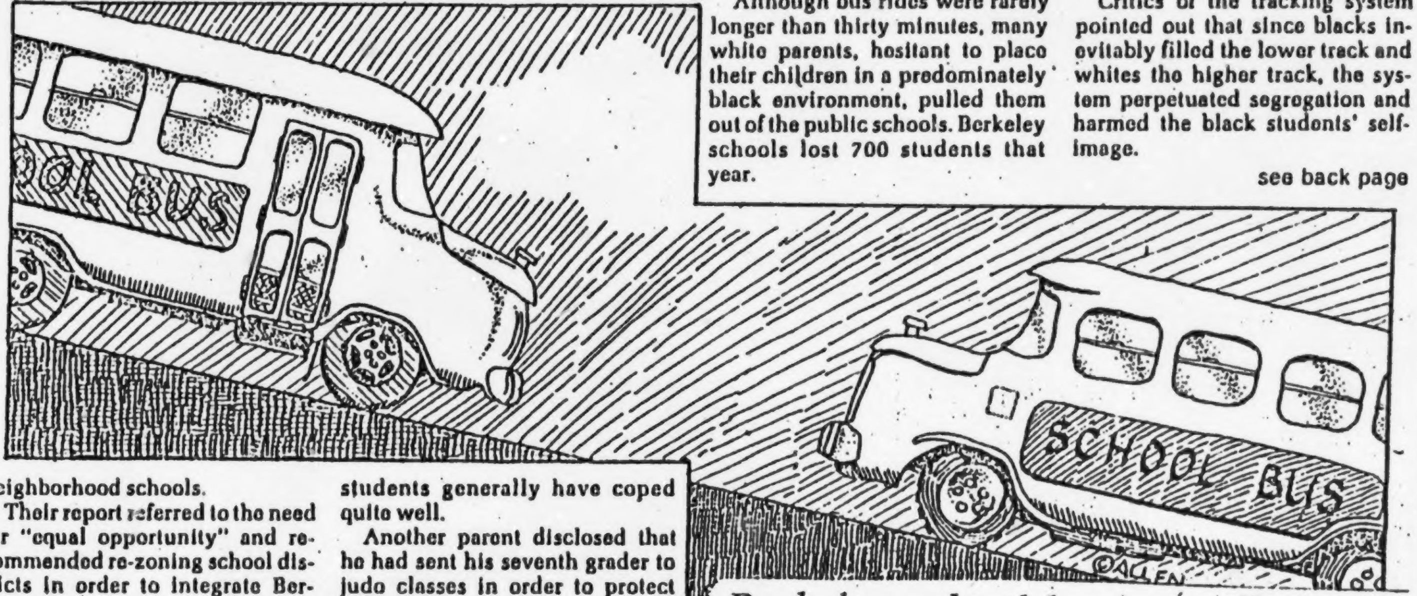
Busing began in 1968, according to the only formula white parents found acceptable. Black kindergarten to third grade students from the Berkeley flatlands were bused to schools in the Berkeley hills, while Berkeley hills students from grades four to six were bused to schools in the flatlands.

Although bus rides were rarely longer than thirty minutes, many white parents, hesitant to place their children in a predominately black environment, pulled them out of the public schools. Berkeley schools lost 700 students that year.

At the same time, the school district broadened the desegregation program by eliminating a tracking system in the secondary schools. The program had been developed to separate students into different achievement levels, and to ease the teachers' workloads.

Critics of the tracking system pointed out that since blacks inevitably filled the lower track and whites the higher track, the system perpetuated segregation and harmed the black students' self-image.

see back page



Berkeley school busing rolls on

from front page

An amalgam of new educational theories has stressed that greater expectations of low-achieving students on the part of teachers enhance their self-image. A better self-image, the theories predicted, will in turn be reflected by greater achievement.

Multicultural programs were instituted to increase minority consciousness and pride. Human relations projects sought to improve "inter-group relations."

At Berkeley High School, inn
vation was seen as the key to im
proved education. In 1969, ad
ministrators began to split th
school into smaller "alternativ
schools" with diverse education
goals. However, the smalle
groupings were often divide
along racial lines.

This is the first of a two-par series on desegregation in th Berkeley schools.

ntegration n Berkeley ontinues

y LESLIE HELM
TAFF WRITER

This is the second of a two-part [illegible] on desegration in the Ber[illegible]y public schools.

After 10 years of busing and de- gregated schools, Berkeley has ot licked the problem of integra- on.

Although achievement scores [illegible] risen, the disparity between ack and white test scores has in- eased. The district is finding at some schools are "resegregat- g" because population is shift- g, and that racial tension re- ins high.

BUS
SCHOOL BUS

The proportion of minority staff Berkeley schools has steadily clined because teachers hired [illegible] the district's affirmative ac- n program are being layed off to just to declining enrollment.

The district is asking for a col- borative effort to solve these oblems, but may find this more fficult than relocating the chil- [illegible] Divisive conflicts in the de- gregation struggle have left the mmunity apathetic, the chers resentful and the kids a confused.

Ten years and millions of dollars after Berkeley began its experimental programs, the innovations seem to have obstructed rather than aided desegregation.

Parents who decided to keep their children in Berkeley schools bemoaned the "lost generation" of students, who, undisciplined and unchallenged, lost their motivation for achievement and skipped classes or dropped out. "I skipped classes for five weeks straight and still received passing grades," one former Berkeley High student said.

Berkeley's desegregation program never lacked financial support. A 1975 investigation led by current school board candidate David Partridge found that Berkeley had the highest school taxes in the state and that the $2,100 per pupil the district spent on education was twice the state average.

The investigators reported that the numerous federal grants Berkeley received actually hurt the district, since administrators hired under the projects were seldom fired. The district was "grossly overstaffed" with administrators, and mismanagement was rampant, the report said.

Administrators argued that in order to maintain a desegregated staff it was necessary to find an alternative to the seniority system.

In 1976 the district tried to circumvent seniority regulations by hiring a black counselor instead of a white counselor who had been laid off; the school board, however, reversed the decision when it realized the district would lose in court if challenged by the union.

Even if the school board can't challenge the seniority rule, if the city and community joined the school district in its efforts at desegregation, these problems could be overcome, said Georgia Williams, district program evaluator.

Community consensus is not what it was in the early '60s when Berkeley embarked on its desegregation program. Dissatisfied parents who can afford private schools are pulling their children out and exacerbating the crisis created by a declining school age population.

Racial tensions are still high. A report released last year said many students stayed away from school because they feared racial violence.

One parent said the school should play a more active role in preventing fights between blacks and whites. "They should have confrontation sessions or something," she said.

Teachers in turn have become bitter towards the administration, and morale is low. "Every year teachers are getting heavier loads with no cost of living increases," said West Campus teacher Jim Mulholland.

One teacher cited a case where a minority administrator was caught receiving triple pay by working for three districts. That the administrator was punished by being sent back to the classroom is typical of administrators' attitudes, one teacher said.

Teachers are expected to teach students who are as much as 11 grade levels apart. There are few students performing at grade level, Mullholland said. "Most are way above or below."

Some blacks blame white teachers for failing to narrow the gap between white and black students. "White teachers don't try to teach the black kids because the black parents don't pressure the teachers like the white kids' parents do," said Berkeley High music teacher Jesse Anthony.

Williams disagrees. "The teachers are not the problem;" more data is needed to find out what resources are lacking. "There's no reason why black children shouldn't do as well as whites," she said.

Others go further. "Racism is a result of the system;" said Maudelle Shirek, West-Berkeley Community Center director. "Desegregating the schools is no good unless you change the system. We need more jobs, we need dignity and respect."

But for some desegregation has been successful despite the problems. "I think my child has a better appreciation of the real world," one parent said.

"When I was in junior high the kids called me ching chong chinaman. I haven't heard that for years," said Columbus Principal Christina Lim. Children tolerate each other more and there is less stereotyping, she said. "It's a change in values that can't be measured."

THE ASSOCIATED PRESS
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RECEIVED
OFFICE OF
SUPERINTENDENT

December 26, 1978

Dr. Lavel S. Wilson
Superintendent
Berkeley Unified School District
1414 Walnut St.
Berkeley, Ca. 94709

Dear Dr. Wilson:

Please accept my sincere appreciation for the assistance which you and your staff provided to me in preparing my story on Berkeley's busing integration, 10 years later.

The story was used widely across the nation, including in the New York Times.

Enclosed is the School Resegregation report which Dr. Georgia Williams loaned to me. She said that in view of Proposition 13, you might like to have it back.

Sincerely,

John

John C. Eagan

ABOUT THE PRINCIPAL INVESTIGATOR:

Dr. Georgia Williams served in Berkeley Unified School District as an intern for superintendency training under a Rockefeller grant during 1975-76.
Following her internship, she was appointed Superintendent of Compton Unified School District, near Los Angeles. In 1977 she returned to the BUSD as Director of Project Planning and Development/Research and Evaluation.

As a BUSD administrator, Dr. Williams has been responsible for assisting the district in receiving approximately $10 million in project funds during her two years tenure. She directs the activities of one of the district's largest departments, which consists of 15 project directors, their staff members, and 13 offices.

In her current BUSD position she is ultimately accountable for programs in the Asian American Bilingual Center, the Bay Area Bilingual Education League (BABEL), the BABEL/BASTA Consortium, and three other BABEL associated projects. She also manages the Comprehensive Employment Training Act (CETA) Program, Youth Entitlement Project (YEP), the Emergency School Aid Act (ESAA) Project - Basic and Pilot, the National Institute of Education (NIE) Project, the Planning Program of the Rockefeller Project, and the BUSD's Research and Evaluation Office.

Born in Richland, Georgia, and raised in Chattanooga, Tennessee, Dr. Williams received her Bachelor of Science degree in social administration from Tennessee State University and her doctorate from the University of Michigan. She was an Assistant Superintendent of Curriculum in Highland Park, Michigan, just before coming to California to accept the Rockefeller internship.

In addition to her other positions, Dr. Williams has taught junior high school, worked as a school social worker, counselor, project director, university administrator and professor, and a consultant. Her doctoral work was on the subjects of planned change in inner city schools and humanistic models for change in urban settings. She has also done extensive research and training in school site management and planning.